COMBINED
SIXTY-FIRST AND SIXTY-SECOND ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF NEWARK, N. J.

FOR THE
SCHOOL YEARS
1916-1917 and 1917-1918

SOLDIERS' TRAINING SCHOOL—SUMMER OF 1918.

CENTRAL COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL BUILDING.

COMBINED
SIXTY-FIRST AND SIXTY-SECOND
ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF NEWARK, N. J.

COMPLIMENTS OF
DAVID B. CORSON,
SUPERINTENDENT OF SCHOOLS

FOR THE
SCHOOL YEARS
1916-1917 and 1917-1918

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BOARD OF EDUCATION

1917

OFFICERS

FRANK H. SOMMER, *President.*

EDWIN BALL, *Vice-President.*

R. D. ARGUE, *Secretary,*
322 Summer Avenue.

ALFRED H. KRICK, *Ass't Secretary,*
164 Lincoln Avenue.

SAMUEL GAISER, *Supt. of Supplies,* 107 Park Avenue.

*A. B. POLAND, *City Superintendent,* 258 Montclair Avenue.

†DAVID B. CORSON, *First Ass't City Superintendent,* 51 Berkeley Ave.

J. WILMER KENNEDY, *Ass't City Superintendent,* 3 Emmett Street.

ELMER K. SEXTON, *Ass't City Superintendent,* 103 So. Eleventh St.

CEPHAS I. SHIRLEY, *Ass't City Superintendent,*
922 Bloomfield Avenue, Glen Ridge, N. J.

CHAS. A. MACCALL, *Supervisor of Attendance,*
59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection,*
17 Elizabeth Avenue.

‡ERNEST F. GUILBERT, *Supervising Architect,*
767 Ridge Street.

LOUIS SONNTAG, *Architect in Charge,*
Verona, N. J.

GEORGE W. KNIGHT, *Supervising Engineer,*
540 Parker Street.

AARON W. MILLER, *Supervisor of Repairs,*
630 Summer Avenue.

CHARLES M. MYERS, *Counsel,*
62 Nelson Place.

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* Died September 15, 1917.
† Acting City Supt., Sept. 1, 1917, to July 1, 1918.
‡ Died December 1, 1916.

MEMBERS

1917

Name	*Place of Business*	*Place of Residence*
Term Expires Jan. 31, 1918.		
Leo Stein	Essex Building	210 South 7th Street
Edgar R. Brown	725-727 B'way, N. Y.	15 South 10th Street
Miss J. Isabelle Sims	42 Spruce Street	42 Spruce Street
Term Expires Jan. 31, 1919.		
George M. Denny	378 Orange Street	224 Broad Street
Rynier V. Taylor	243 Market Street	877 South 15th Street
Edwin Ball	111 Passaic Ave., Harrison, N. J.	242 Mt. Pleasant Ave.
Term Expires Jan. 31, 1920.		
Frank H. Sommer	New York University	156 Heller Parkway
Peter A. Cavicchia	31 Clinton Street	108 Jefferson Street
David A. McIntyre	Prudential Building	30 Milford Avenue

STANDING COMMITTEES

1917

Finance and Legislation

Ball, Brown, Cavicchia, Denny, McIntyre, Stein, Taylor, Sims, Sommer.

Buildings, Grounds and Supplies

Denny, Cavicchia, Ball, Brown, McIntyre, Stein, Taylor, Sims, Sommer.

Instruction and Educational Supplies

Taylor, Stein, Ball, Brown, Cavicchia, Denny, McIntyre, Sims, Sommer.

BOARD OF EDUCATION

1918

FRANK H. SOMMER, *President.*

EDWIN BALL, *Vice-President.*

R. D. ARGUE, *Secretary,*
322 Summer Avenue.

ALFRED H. KRICK, *Ass't Secretary,*
164 Lincoln Avenue.

SAMUEL GAISER, *Supt. of Supplies,* 107 Park Avenue.

DAVID B. CORSON, *Superintendent of Schools,* 51 Berkeley Avenue.

J. WILMER KENNEDY, *Ass't Superintendent,* 3 Emmett Street.

ELMER K. SEXTON, *Ass't Superintendent,* 103 So. Eleventh Street.

CEPHAS I. SHIRLEY, *Ass't Superintendent,*
922 Bloomfield Avenue, Glen Ridge, N. J.

A. G. BALCOM, *Ass't Superintendent,* 359 Summer Avenue.

EDGAR S. PITKIN, *Ass't Superintendent,*
70 North 15th Street, East Orange, N. J.

CHAS. A. MACCALL, *Supervisor of Attendance,*
59 Washington Avenue.

DR. GEORGE J. HOLMES, *Supervisor of Medical Inspection,*
17 Elizabeth Avenue.

LOUIS SONNTAG, *Supervising Architect,*
24 Derwent Avenue, Verona, N. J.

GEORGE W. KNIGHT, *Supervising Engineer,*
540 Parker Street.

AARON W. MILLER, *Supervisor of Repairs,*
630 Summer Avenue.

CHARLES M. MYERS, *Counsel,*
62 Nelson Place.

BOARD OF EXAMINERS

DAVID B. CORSON, *Chairman*

J. WILMER KENNEDY
ELMER K. SEXTON
CEPHAS I. SHIRLEY

WAYLAND E. STEARNS
CHARLES G. SHAFFER
S. LOUISE CLARK

MEMBERS

1918

Name	*Place of Business*	*Place of Residence*
Term Expires Jan. 31, 1919.		
Rynier V. Taylor	243 Market Street	877 South 15th Street
Edwin Ball	242 Mt. Pleasant Ave.	242 Mt. Pleasant Ave.
*George M. Denny	378 Orange Street	224 Broad Street
†Lincoln A. Virtue	171-173 Bergen Street	228 Third Street
Term Expires Jan. 31, 1920.		
Frank H. Sommer	New York University	156 Heller Parkway
Peter A. Cavicchia	31 Clinton Street	108 Jefferson Street
David A. McIntyre	Prudential Building	30 Milford Avenue
Term Expires Jan. 31, 1921.		
Louis B. Lesser	9 Clinton Street	181 Hunterdon Street
Edward M. Waldron	671 Broad Street	208 Mt. Pleasant Ave.
‡Mrs. Jane R. Northrup	679 Parker Street	679 Parker Street
¶James M. Seymour, Jr.	51 Lawrence Street	1 Wakeman Avenue

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* Resigned June 27, 1918.

† Appointed by Mayor July 26, 1918.

‡ Resigned May 2, 1918.

¶ Appointed by Mayor May 10, 1918.

STANDING COMMITTEES

After August 1, 1918

Finance and Legislation

Ball, Cavicchia, Lesser, McIntyre, Seymour, Taylor, Virtue, Waldron, Sommer.

Buildings, Grounds and Supplies.

Waldron, Ball, Cavicchia, Lesser, McIntyre, Seymour, Taylor, Virtue, Sommer.

Instruction and Educational Supplies.

Taylor, McIntyre, Ball, Cavicchia, Lesser, Seymour, Virtue, Waldron, Sommer.

STATISTICAL RECORD

OF THE

BOARD OF EDUCATION

For the Years 1916, 1917 and 1918

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED, RESPECTIVELY

EDGAR R. BROWN	1908-9-10-11-12-13-14-15-16-17
JOHN BREUNIG	1908-9-10-11-12-13-14-15-16
THOMAS J. D. SMITH	1913-14-15-16
MISS BEATRICE WINSER	1915-16
FRANK H. SOMMER	1915 (7 mos.)-16-17-18
GEORGE M. DENNY	1916-17-18 (6 mos.)
RYNIER V. TAYLOR	1916-17-18
EDWIN BALL	1916-17-18
LEO STEIN	1916-17
PETER A. CAVICCHIA	1916 (2 mos.)-1917-18
MISS J. ISABELLE SIMS	1917
DAVID A. MCINTYRE	1917-18
LOUIS B. LESSER	1918
MRS. JANE R. NORTHRUP	1918 (4 mos.)
EDWARD M. WALDRON	1918
JAMES M. SEYMOUR, JR.	1918 (8 mos.)
LINCOLN A. VIRTUE	1918 (5 mos.)

PRESIDENTS OF THE BOARD.

*STEPHEN CONGAR	1851-2-3-4
*SAMUEL H. PENNINGTON	1855-6-7-8-9-60-1-2
*THOMAS W. DAWSON	1863-4-5
WILLIAM K. MCDONALD	1866
*FREDERICK W. RICORD	1867-8-9
EDWIN H. DAWSON	1870
*WILLIAM A. WHITEHEAD	1871
*L. SPENCER GOBLE	1872-3
*SAMUEL A. FARRAND	1874
*ARAM G. SAYRE	1875
*EDWARD L. DOBBINS	1876-7-8-9-80 (9 mos.)
*GEORGE B. SWAIN	1880 (3 mos.)-1-2-3
*EDWARD GOELLER	1884-1889-90-1

*Edmund L. Joy	1885-6-7
*James L. Hays	1888-1892
*Henry C. Klemm	1893-4 (9 mos.)
John Van Doren, Jr.	1894 (3 mos.)-1895 (4 mos.)
*Henry J. Anderson	1895
*William A. Gay	1896-7
Miles F. Quinn	1898
*Charles E. Hill	1899 (8 mos.)-1900-1-2
Charles W. Menk	1903-4
David A. McIntyre	1905-6-7
*Frederick F. Guild	1908-9-10-11
James Taaffe	1912
Charles P. Taylor	1913-14
Frederic L. Johnson	1915
Edgar R. Brown	1916
Frank H. Sommer	1917-18

SECRETARIES OF THE BOARD.

*John Whitehead	1851-2-3
*Frederick W. Ricord	1854-5-6-7-8-9-60
*George B. Sears	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. Albert Stonelake	1877 (4 mos.)-8-9-80-1-2-3 (8 mos.)
*George W. Case	1883 (3½ mos.)-4-5-6-7-8-9
P. Lyndon Bryce	1890-1-2-3-4
Robert D. Argue	1895-6-7-8-9-1900-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18

SUPERINTENDENTS OF SCHOOLS.

*Stephen Congar	1853-4-5-6-7-8-9
*George B. Sears	1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
*W. N. Barringer	1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
*C. B. Gilbert	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
*A. B. Poland	1901 (10 mos.)-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17 (6 mos.)
David B. Corson	1918 (6 mos.)
*A. B. Poland, City Supt. Emeritus	1917 (3½ mos.)

SUPERINTENDENT OF SUPPLIES.

Samuel Gaiser	1911-12-13-14-15-16-17-18

SUPERVISOR OF ATTENDANCE.

Charles A. MacCall.......1902-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18

SUPERVISOR OF MEDICAL INSPECTION.

George J. Holmes.......1909-10-11-12-13-14-15-16-17-18

SUPERVISING ARCHITECT.

*Ernest F. Guilbert...1908 (7 mos.)-9-10-11-12-13-14-15-16 (11 mos.)
Louis Sonntag ....1918 (10 mos.)

SUPERVISING ENGINEER.

George W. Knight....1908 (10 mos.)-9-10-11-12-13-14-15-16-17-18

SUPERVISOR OF REPAIRS.

Aaron W. Miller....1908 (10 mos.)-9-10-11-12-13-14-15-16-17-18

COUNSEL.

Charles M. Myers......1909-10-11-12-13-14-15-16-17-18

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*Deceased.

FINANCIAL REPORT

OF THE

BOARD OF EDUCATION

NEWARK, N. J., July 26, 1917.

The Secretary respectfully reports the following annual statement of the receipts and expenditures of the Board of Education for the year beginning July 1, 1916, and ending June 30, 1917:

CURRENT EXPENSE ACCOUNT.

RECEIPTS.

STATE.		
Appropriations	$1,135,612.49	
Railroad Tax	503,170.50	
Vocational Schools	35,000.00	
Manual Training	10,000.00	
		$1,683,782.99
MUNICIPAL.		
Balance from June 30, 1916	$ 135,251.44	
Common Council Tax Ordinance	1,771,406.00	
Interest	10,555.77	
Cash deposited with Custodian	14,602.71	
Interest on Bequest	480.00	
Truancy Fines	27.00	
		$1,932,322.92
Total		$3,616,105.91

EXPENDITURES.

STATE.		
Teachers' Salaries—Day	$1,673,782.99	
Teachers' Salaries—Man. Trng.	10,000.00	
MUNICIPAL.		
Salaries, Text Books, Repairs, Furniture, Supplies, etc.	$1,712,713.22	
		$3,396,496.21
Balance		$ 219,609.70

EXPENDITURES IN DETAIL.

STATE.

	Appropriations	Expenditures	Balances
Teachers' Salaries—Day	$1,673,782.99	$1,673,782.99	
Teachers' Salaries—M. T.	10,000.00	10,000.00	
	$1,683,782.99	$1,683,782.99	

Vocational schools included in the above.

MUNICIPAL.

	Appropriations	Expenditures	Balances
Teachers' Salaries—Day	$ 678.620 17	$ 619,990.67	$ 58,629.50
Teachers' Salaries—Evg.	150,959.18	132,307.25	18,651.93
Lectures	12,494.50	11,318.50	1,176.00
Teachers' Salaries—M. T.	31,583.56	30,205.35	1,378.21
Teachers' Salaries—Play	18,866.90	15,262.50	3,604.40
Officers' Salaries	98,904.32	94,357.80	4,546.52
Janitors' Salaries	179,738.57	179,738.57	....
Medical Insp. Dept. Sal'ries	39,050.96	37,743.92	1,307.04
Attendance Dept. Salaries	24,081.58	23,065.69	1,015.89
Incidentals	9,029.63	9,029.63	....
Printing	11,681.12	11,681.12	....
Text Books, etc.	187,990.44	175,567.79	12,422.65
Furniture and Supplies	89,257.22	79,899.18	9,358.04
Repairs	172,426.74	172,426.74	....
Fuel	62,388.55	62,388 55	....
Light and Power	42,770.70	35.866.78	6,903.92
Water	10,302.00	9,940.02	361.98
Rents	5,305.00	5 305.00	....
Insurance	4,994.13	4,618.16	375.97
Vocational School Advisory Committee (Boys)	2,000.00	2,000.00	....
Vocational School Advisory Committee (Girls)	1,000.00	....	1,000.00
Conservation of Food Products	5,000.00	....	5,000.00
Unapportioned	93,877.65	....	93,877.65
	$1.932.322.92	$1.712.713.22	$219,609.70

Vocational schools included in the above.

CONSTRUCTION ACCOUNT.

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from June 30, 1916	$1,460,770.70	
Premium on bonds	52,511.86	
Interest	26,570.01	
Cash deposited with Custodian	2,614.60	
		$1,542,467.17

EXPENDITURES.

Buildings	$ 365,681.18	
Property	86,187.10	
		$ 451,868.28
Balance		$1,090,598.89

EXPENDITURES IN DETAIL.

BUILDINGS.

	Appropriations	Expenditures	Balances
Construction Dept.—Salaries	$ 32,229.56	$ 32,229.56	....
Construction Dept.—Supplies	3,476.47	3,476.47	....
Physical Training Field	388.57	388.57	....
Oliver St. School House Addition	52,452.92	37,987.34	$ 14,465.58
Milford School House Addition	78,193.28	75,705.23	2,488.05
John Catlin School House Addition	156,349.58	145,801.56	10,548.02
South Tenth Street School House Addition	101,282.99	224.47	101,058.52
Charlton Street School House Addition	152,766.48	177.82	152,588.66
Fifteenth Avenue School House Addition	204,500.00	23,921.71	180,578.29
Speedway Avenue School House	77,296.50	38,824.27	38,472.23
Boys' Vocational School	133,915.00	497.83	133,417.17
Madison School House Addition	84,000.00	231.84	83,768.16
East Side C. & M. T. High School Addition	146,500.00	6,214.51	140,285.49
South Market Street School House Addition	142,000.00	....	142,000.00
Camden Street School (Toilets)	3,000.00	....	3,000.00
Fawcett School of Industrial Arts (Alterations)	2,000.00	....	2,000.00
Unapportioned	6,813.63	....	6,813.63
	$1,377,164.98	$365,681.18	$1,011,483.80

PROPERTY.

	Appropriations	Expenditures	Balances
Southern District School Site	$ 16,115.00	$ 14,572.75	$ 1,542.25
Hawthorne School District Site	4,938.69	600.00	4,338.69
Alexander Street School (Additional Ground)	1,314.84	....	1,314.84
South Tenth Street School (Additional Ground)	29,916.00	18,984.50	10,931.50
Fifteenth Avenue School (Additional Ground)	29,000.00	26,944.85	2,055.15
Boys' Vocational School Site	25,085.00	25,085.00	....
South Market Street School (Additional Ground)	21,945.00	....	21,945.00
Open Air School Site	20,000.00	....	20,000.00
Ungraded School Site	10,000.00	....	10,000.00
Unapportioned	6,987.66	....	6,987.66
	$165,302.19	$86,187.10	$79,115.09

SUMMARY.

	Appropriations	Expenditures	Balances
Buildings	$1,377,164.98	$365,681.18	$1,011,483.80
Property	165,302.19	86,187.10	79.115.09
	$1,542,467.17	$451,868.28	$1.090.598.89

R. D. ARGUE, *Secretary.*

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

JUNE 30, 1917.

Name of School House	Sites	Buildings	Furniture and Equipm't	Total
Normal School (new)	$ 90,000	$ 268,000	$ 16,500	$ 374,500
Barringer High	82,000	285,000	33,300	400,300
Central C. & M. T. High	66,600	585,600	74,000	726,200
East Side C. & M. T. High	43,000	254,000	49,000	346,000
South Side High	52,000	365,000	45,000	462,000
West Side High	50,000	......	......	50,000
Abington Avenue	13,200	160,000	11,000	184,200
Alexander Street	9,000	62,000	3,300	74,300
Alexander Street District	19,800	......	......	19,800
Avon Avenue	20,000	191,000	7,500	218,500
Belmont Avenue	48,000	250,000	9,000	307,000
Bergen Street	35,000	164,000	7,500	206,500
Berkeley	12,800	105,000	6,000	123,800
Bruce Street	21,000	50,000	3,500	74,500
Burnet	25,000	275,000	12,000	312,000
Camden Street	20,000	59,000	3,400	82,400
Carteret	12,000	170,000	8,500	190,500
Central Avenue	31,200	154,000	9,100	194,300
Charlton Street	32,000	100,000	5,000	137,000
Chestnut Street	22,000	51,000	3,600	76,600
Cleveland	22,000	255,000	15,000	292,000
Dayton	3,000	2,500	300	5,800
Elizabeth Avenue	23,000	12,800	1,000	36,800
Elizabeth Avenue District	28,800	......	......	28,800
Eliot	20,400	100,000	4,000	124,400
Fifteenth Avenue	40,550	54,000	3,400	97,950
Fourteenth Avenue	30,000	118,000	4,000	152,000
Franklin	24,500	145,000	5,500	175,000
Garfield	16,500	155,000	9,500	181,000
Hamburg Place	24,000	170,000	7,500	201,500
Hawkins Street	6,000	53,000	2,800	61,800
Hawthorne	22,000	199,000	9,500	230,500
Hawthorne Avenue District	11,275	......	......	11,275
John Catlin	20,100	205,000	9,800	234,900
Lafayette	25,000	265,000	15,500	305,500
Lawrence Street	30,000	45,000	1,800	76,800
Lincoln	10,800	75,000	3,000	88,800
Madison	18,000	162,000	7,500	187,500
McKinley (old)	19,300	105,500	5,500	130,300
McKinley (new)	35,000	119,000	4,500	158,500
Milford	26,000	200,000	6,300	232,300
Miller Street	27,400	205,000	10,500	242,900
Monmouth Street	10,000	60,000	4,000	74,000
Montgomery	27,000	145,000	7,000	179,000
Morton Street	50,000	300,000	9,000	359,000
Newton	40,300	295,000	18,500	353,800
Parker Street	24,000	......	......	24,000
Ridge	15,000	115,500	5,000	135,500
Robert Treat	48,500	276,000	11,000	335,500
Roseville Avenue	13,200	30,500	1,600	45,300
Sixteenth Ward Site (Avon Avenue)	18,000	......	......	18,000
South Street	12,000	51,000	3,000	66,000
South Eighth Street	24,000	144,000	5,000	173,000
South Market Street	20,000	58,000	3,000	81,000
South Tenth Street	34,750	45,000	3,600	83,350
Southern Section (Maple Avenue)	14,500	......	......	14,500
State Street	15,000	19,000	1,500	35,500
Summer Aveune	10,000	48,000	2,500	60,500
Summer Place	7,000	31,500	1,200	39,700
Sussex Avenue	24,000	53,000	3,000	80,000
Walnut Street	7,500	7,000	1,200	15,700
Warren Street	14,000	137,000	5,500	156,500

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE—*Continued*

NAME OF SCHOOL	Sites	Buildings	Furniture and Equipm't	Total
Washington Street	57,000	76,000	4,800	137,800
Waverly Avenue	13,500	50,000	2,800	66,300
Webster	17,000	148,000	5,500	170,500
West Side	23,200	195,000	11,000	229,200
Ungraded School No. 1 (West)	10,000	16,300	1,000	27,300
Ungraded School No. 2 (East)	4,000	17,100	1,000	22,100
Open Air	1,000	3,300	600	4,900
Fawcett School of Industrial Arts	36,000	19,000	1,000	56,000
Boys' Vocational (Old)	2,000	10,000	7,000	19,000
Boys' Vocational (New)	25,000	....	....	25,000
Girls' Vocational	40,000	48,000	7,300	95,300
Alyea Street (Defective)	7,000	10,000	1,000	18,000
Coe's Place (Defective)	5,000	20,000	2,000	27,000
Market St. (Med. Insp. Dept. & Clinic)	80,000	18,000	2,000	100,000
Physical Training Field	55,000	5,000	5,000	65,000
Marshall Street (Shop)	9,000	5,000	1,500	15,500
	$2,001,675	$8,650,600	$573,200	$11,225,475

FINANCIAL STATISTICS

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1917, AND SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES

NAMES OF SCHOOLS	ORDINARY EXPENSES											EXTRAORDINARY EXPENSES			
	SALARIES			MISCELLANEOUS SUPPLIES											
	Teachers	Janitors	Text Books and Educational Supplies	Printing	General Supplies	Fuel	Light and Power	Water	Rents and Insurance	Repairs	Totals	Repairs	Furniture and Equipment	Totals	Grand Totals
DAY SCHOOLS															
High															
Barringer	$127,200.15	$6,636.00	$6,601.56	$470.10	$1,216.83	$1,455.76	$2,477.03	$383.27		$1,157.71	$147,598.41	$3,180.19	$1,376.63	$4,556.82	$152,155.23
Central C. & M. T.	147,651.39	11,856.00	12,312.54	1,098.42	1,645.96	2,618.05	65.60	306.39		2,511.88	180,066.23	3,931.45	4,995.23	8,926.68	188,992.91
East Side C. & M. T.	81,691.02	7,339.00	6,816.91	188.86	632.94	1,051.23	67.41	162.12	$39.06	611.68	98,815.23	2,087.61	2,171.12	4,258.73	103,073.96
South Side	111,555.41	8,367.00	6,095.23	415.85	722.85	2,362.60	122.91	346.63	920.24	1,077.86	131,986.58	6,354.56	470.26	6,824.82	138,811.40
Totals	$468,097.97	$34,218.00	$31,826.24	$2,168.23	$4,418.58	$7,487.64	$2,732.95	$1,198.41	$959.30	$5,359.13	$558,466.45	$15,553.81	$9,013.24	$24,567.05	$583,033.50
Elementary															
Abington Avenue	40,489.93	2,583.00	2,834.36	91.35	438.24	813.79	660.80	79.28	208.98	993.48	49,193.21	3,726.07	1,835.36	5,561.43	54,754.64
Alexander Street	26,805.56	1,935.00	1,591.83	51.45	99.43	725.00	28.58	80.92		139.13	31,456.90	486.72	246.07	732.79	32,189.69
Avon Avenue	40,071.34	3,012.00	2,106.94	58.12	235.42	1,408.11	728.29	111.81		921.53	48,653.56	1,166.44	182.29	1,348.73	50,002.29
Belmont Avenue	54,277.88	3,667.00	2,988.59	193.74	522.76	1,947.14	751.05	384.59		612.42	65,345.17	1,027.95	553.75	1,581.70	66,926.87
Bergen Street	41,367.86	3,318.00	2,388.89	101.69	362.21	1,213.43	313.50	202.88		1,068.98	49,942.44	2,488.50	175.58	2,664.08	52,606.52
[illegible]	21,952.49	1,888.00	1,562.92	32.68	160.09	710.63	383.96	114.51		472.12	27,277.40	1,855.39	888.55	2,743.94	30,021.34
Bruce Street	18,653.86	1,537.00	816.15	41.85	128.22	521.75	67.41	69.32		670.62	22,506.18	2,100.95		2,100.95	24,607.13
Burnet	37,899.76	3,196.00	1,990.88	73.96	384.51	1,161.20	806.14	211.50		678.68	46,353.71	684.33	183.14	867.47	47,221.18
Camden Street	30,313.28	2,137.39	1,278.83	49.66	303.87	803.55	62.99	63.48		866.99	35,880.04	1,527.44	109.33	1,636.77	37,516.81
Carteret	30,217.52	2,087.39	1,826.49	80.46	979.11	1,067.42	348.09	102.97	28.78	88.46	36,826.69	1,522.20	4,829.35	6,351.55	43,178.24
Central Avenue	35,853.52	2,428.13	2,040.05	83.92	281.95	1,180.94	371.91	160.42	250.00	904.11	43,554.95	2,367.38	580.52	2,947.90	46,502.85
Charlton Street	43,617.52	2,477.00	2,035.19	98.09	428.80	1,361.42	243.68	63.37		873.33	51,198.40	1,070.43	81.96	1,152.39	52,350.79
Chestnut Street	21,604.72	1,665.00	1,126.15	57.10	674.62	416.33	34.29	82.41		749.81	26,410.43	3,297.39	158.69	3,456.08	29,866.51
Cleveland	59,220.48	3,072.00	4,188.60	152.98	462.99	1,145.20	1,162.04	275.32		821.90	70,501.51	521.24	2,118.81	2,640.05	73,141.56
[illegible]	2,078.40	509.63	44.31	6.55	25.06	115.74		6.00		192.23	2,977.92	419.74	28.30	448.04	3,425.96
Eliot	27,492.64	2,790.00	1,372.49	53.11	234.88	1,186.50	298.67	127.60		927.22	34,483.11	3,886.67	221.08	4,107.75	38,590.86
Elizabeth Avenue	6,793.99	984.00	216.61	18.36	74.88	186.04	28.17	131.53		108.18	8,541.76	691.50	10.39	701.89	9,243.65
Fifteenth Avenue	30,354.12	2,025.38	1,423.04	55.49	541.69	738.56	88.58	60.05		584.04	35,870.90	1,086.40	50.21	1,136.61	37,007.51
Fourteenth Avenue	31,104.74	2,349.00	1,711.32	98.72	159.61	887.25	425.59	43.34		611.34	37,390.91	1,709.89	139.84	1,849.73	39,240.64
Franklin	40,479.47	2,545.00	2,258.05	64.92	396.19	690.49	121.49	126.73		681.23	47,363.57	2,988.52	208.36	3,196.88	50,560.45
Garfield	31,487.83	2,782.66	1,783.80	60.70	293.83	1,232.77	984.78	192.43		741.77	39,560.52	2,507.63	977.03	3,484.66	43,045.18
Hamburg Place	42,772.90	2,927.00	2,298.47	94.24	293.22	1,060.94	144.78	232.80		825.74	49,550.09	1,363.20	1,119.60	2,482.80	52,032.89
Hawkins Street	15,515.53	1,449.20	733.21	55.49	192.59	393.94	58.41	63.48		468.49	18,930.34	2,279.34	456.70	2,736.04	21,666.38
Hawthorne	34,266.73	2,586.00	1,995.96	57.28	226.49	1,503.32	723.58	154.52		527.20	42,041.08	2,584.06	225.49	2,809.55	44,850.63
John Catlin	33,550.63	2,107.25	2,178.65	65.09	1,098.01	1,393.99	325.17	69.41		645.50	41,433.70	3,527.02	6,457.90	9,984.92	51,418.62
Lafayette	54,637.48	3,423.12	3,275.49	190.35	293.56	1,396.56	1,190.45	340.29		1,110.10	65,857.40	435.15	468.55	903.70	66,761.10
Lawrence Street	11,150.46	1,160.40	473.50	22.07	84.93	444.10	77.94	104.16		420.13	13,937.69	676.02	69.29	745.31	14,683.00
[illegible]	15,982.32	1,441.49	759.52	31.61	140.59	373.10	110.68	44.92		507.60	19,391.83	2,115.98	6.17	2,122.15	21,513.98
Madison	40,717.72	2,565.00	2,146.43	81.27	296.69	825.61	527.45	161.35	816.40	558.38	48,196.30	1,079.24	226.69	1,305.93	49,502.23
McKinley	69,821.32	4,808.28	3,759.89	175.00	518.40	1,835.63	1,700.75	345.52		1,195.15	84,159.94	1,069.68	389.38	1,459.06	85,619.00
Milford	27,681.34	2,092.57	1,907.35	69.63	976.45	1,319.93	1,176.44	88.75	430.87	619.53	36,362.86	1,306.73	3,214.28	4,521.01	40,883.87
Miller Street	37,785.88	3,009.00	2,041.66	63.19	271.73	1,359.56	805.60	121.63	300.78	619.12	46,468.15	992.23	609.71	1,601.94	48,070.09
Monmouth Street	28,254.75	2,028.00	1,484.70	67.56	331.61	884.80	66.16	100.88		663.40	33,881.86	6,613.33	23.67	6,637.00	40,518.86
Montgomery	26,868.23	1,969.84	1,326.35	50.62	246.64	889.32	592.28	124.44	805.47	515.24	32,908.38	462.09	50.09	512.18	33,420.56
Morton Street	46,416.36	5,424.00	2,501.51	86.43	266.73	1,834.87	46.62	479.84		986.76	58,043.12	4,089.81	342.68	4,432.49	62,475.61
Newton	55,056.53	3,534.07	3,019.50	154.44	332.85	1,305.67	932.56	477.85	481.25	893.50	66,088.22	1,813.62	553.43	2,367.05	68,455.27
[illegible]	17,113.75	1,971.00	982.20	39.35	219.42	577.28	662.30	146.62	269.53	159.85	22,141.30	655.97	130.43	786.40	22,927.70
Robert Treat	55,896.47	3,539.23	3,132.95	122.71	395.45	1,348.26	595.66	545.05		1,344.94	66,916.54	4,997.24	268.25	5,265.49	72,182.03
Roseville Avenue	13,761.24	1,098.00	542.79	25.30	194.59	287.00	39.08	43.57		280.31	16,271.83	122.31	59.00	181.31	16,453.14
South Street	22,513.79	1,668.00	994.19	43.80	178.17	465.18	65.30	45.38		465.24	26,439.05	5,106.87	122.93	5,229.80	31,668.85
South Eighth Street	38,221.93	2,757.00	1,841.79	64.55	523.25	1,167.49	234.49	246.70		1,199.00	46,256.20	3,917.04	308.83	4,225.87	50,482.07
South Market Street	25,611.28	1,689.00	1,523.08	49.65	309.61	727.67	426.94	59.53		397.61	30,794.37	1,648.80	103.38	1,752.18	32,546.55
South Tenth Street	25,944.33	1,728.00	1,590.01	46.97	311.01	541.57	18.29	46.11		401.47	30,627.76	395.32	292.23	687.55	31,315.31
South Tenth Street Annex (Blum Street)	970.88		34.11	.93	15.70	31.45			405.00		1,458.07				1,458.07
[illegible] Avenue	21,353.90	1,894.50	961.93	35.72	266.82	485.25	39.15	153.82		463.08	25,654.17	1,668.78	65.46	1,734.24	27,388.41
[illegible] Place	9,854.82	1,179.00	371.82	16.01	111.65	486.00	207.01	31.86		158.24	12,407.41	599.50	43.64	643.14	13,050.55
Sussex Avenue	26,219.50	1,701.00	1,436.18	70.61	314.30	509.50	151.37	53.21		539.36	30,995.03	888.64	99.77	988.41	31,983.44
Walnut Street	9,593.41	1,086.00	322.57	18.04	122.58	160.50	11.34	32.08		309.45	11,655.97	1,601.60	5.82	1,607.42	13,263.39
Warren Street	22,274.44	2,253.00	702.58	59.16	361.95	397.10	408.80	137.66		995.35	27,590.04	2,484.10	145.03	2,629.13	30,219.17
Washington Street	24,936.71	1,748.16	1,234.84	65.98	307.24	457.92	24.66	44.11		410.93	29,230.55	1,164.54	506.29	1,670.83	30,901.38
Waverly Avenue	14,553.13	1,647.00	620.76	31.07	236.20	690.91	82.25	107.69		419.90	18,388.91	2,105.23		2,105.23	20,494.14
Webster	32,533.44	2,470.00	2,048.47	59.26	350.06	809.74	453.82	246.14	275.30	502.67	39,748.99	1,380.83	425.89	1,806.72	41,555.71
West Side	48,224.31	3,000.00	4,052.67	93.80	202.86	948.45	481.11	75.16		398.24	57,476.60	1,384.53	1,578.53	2,963.06	60,439.66
Vocational															
Boys'	14,760.70	519.00	1,884.63	51.66	112.07	315.87	426.26	67.96		20.08	18,158.23		281.83	281.83	18,440.06
Girls'	10,964.08	684.15	294.55	122.13	234.51	192.35	552.46	99.22		482.87	13,626.32	2,180.23	1,303.94	3,484.17	17,110.49
Co-operative Salesmanship	1,134.00	92.00	22.44	21.53							1,269.97				1,269.97
Special															
Academy Street Ungraded	1,600.00	184.00	16.48	4.04						195.34	1,999.86				1,999.86
Ungraded No. 1	4,089.90	780.00	614.21	3.88	75.85	181.95	10.08	34.12	1.95	114.81	5,906.75	104.59	14.87	119.46	6,026.21
Ungraded No. 2	3,876.11	780.00	700.88	5.91	96.22	226.33	15.55	16.80	1.95	124.79	5,846.54	622.99	91.44	714.43	6,560.97
Alyea Street Defective	5,880.15	579.00	985.94	12.19	112.61	181.76	62.82	19.04		121.15	7,954.66	1,677.43	104.11	1,781.54	9,736.20
Coe's Place Defective	10,102.10	1,059.00	1,929.28	12.06	173.30	303.01	19.62	86.98	57.03	210.39	13,952.77	750.08	7.22	757.30	14,710.07
Robert Treat Defective	3,002.47	185.65	310.94	1.20	9.43						3,509.69				3,509.69
State Street Defective	9,026.57	1,041.00	1,784.61	23.70	254.97	158.51	167.02	60.21		121.14	12,637.73		288.67	288.67	12,926.40
School for the Deaf	13,281.40	727.85	1,240.35	43.29	73.86	192.35	52.36	77.74		131.08	15,820.28		96.55	96.55	15,916.83
Robert Treat Blind	1,448.00	68.51	281.52	.03	.50						1,798.56				1,798.56
Washington Street Blind	1,570.00	75.84	246.83	1.12	4.98						1,898.77		35.36	35.36	1,934.13
Camden Street Open Air	536.50	75.61	401.15	.09	32.02						1,045.37				1,045.37
Carteret Open Air	673.64	73.36	352.81	.34	30.72						1,130.87		342.23	342.23	1,473.10
Elizabeth Avenue Open Air	2,763.00	1,212.00	2,592.13	3.13	153.73	90.72	76.95	23.10		64.85	6,979.61	28.26	27.70	55.96	7,035.57
Garfield Open Air	1,100.00	89.84	417.95	.09	31.60						1,639.48				1,639.48
Hawkins Street Open Air	550.00	38.80	65.36	.26	9.10						663.52		373.03	373.03	1,036.55
John Catlin Open Air													364.80	364.80	364.80
Lafayette Open Air	1,086.25	78.48	294.33	.09	32.28						1,491.43				1,491.43
Lawrence Street Open Air	1,096.80	105.60	385.05	.09	30.00						1,617.54		67.50	67.50	1,685.04
McKinley Open Air	1,038.10	120.72	354.35	.09	46.58						1,559.84		8.50	8.50	1,568.34
Montgomery Open Air	1,100.00	83.16	231.91	.09	9.05						1,424.21		4.56	4.56	1,428.77
Morton Street Open Air	1,094.45	126.00	190.77	.09	5.92						1,417.23				1,417.23
Milford Open Air	448.20	39.66	161.11		11.27						660.24		340.38	340.38	1,000.62
Class for Crippled Children	1,054.31			.57							1,054.88				1,054.88
SUMMER SCHOOLS															
High															
Barringer	5,576.28	153.00	171.84	22.45	9.67			19.98			5,953.22				5,953.22
Central C. & M. T.	8,516.00	81.00	577.93	7.14	4.43			7.98			4,194.48				4,194.48
Elementary															
Avon Avenue	1,863.92	87.00	215.33	13.20				2.17			2,181.62				2,181.62
Bergen Street	1,632.00	69.00	174.97	15.67	.45			3.46			1,895.55				1,895.55
Bruce Street	620.50	21.00	76.95	7.21				.51			726.17				726.17
Burnet	1,267.50	69.00	125.85	11.64				3.13			1,477.12				1,477.12
Camden Street	1,540.50	75.00	105.03	7.40				1.50			1,729.43				1,729.43
Central Avenue	1,482.50	66.00	147.98	16.86	1.70			3.42			1,718.46				1,718.46
Cleveland	3,130.00	117.00	498.91	21.69	6.88			7.39			3,781.87				3,781.87
Eliot	976.25	42.00	126.98	8.15				2.50			1,155.88				1,155.88
Fifteenth Avenue	1,326.00	57.00	236.71	16.81				1.30			1,637.82				1,637.82
Fourteenth Avenue	1,303.25	54.00	225.76	6.14				.72			1,589.87				1,589.87
Franklin	2,333.42	93.00	254.60	15.70				2.78			2,699.50				2,699.50
Hamburg Place	1,669.75	72.00	220.45	12.70				4.63			1,979.53				1,979.53
Hawkins Street	621.00	27.00	78.56	2.78				.63			729.97				729.97
Hawthorne	1,476.00	63.00	139.76	10.15				3.27			1,692.18				1,692.18
John Catlin	1,173.50	42.00	75.12	9.01				.69			1,300.32				1,300.32
Madison	1,504.75	66.00	174.02	8.56				2.82			1,756.15				1,756.15
Milford	1,727.50	66.00	161.30	15.05				2.66			1,972.51				1,972.51
Miller Street	1,048.25	42.00	131.30	9.71				1.88			1,233.14				1,233.14
Monmouth Street	1,877.50	75.00	138.68	5.68				3.66			2,100.52				2,100.52
Morton Street	2,095.50	93.00	322.63	14.18				13.29			2,538.60				2,538.60
Robert Treat	1,695.25	72.00	224.15	11.39				7.90			2,010.69				2,010.69
South Street	734.00	28.20	91.38	4.18				.34			858.10				858.10
South Eighth Street	1,212.77	54.00	179.88	8.31				4.37			1,459.33				1,459.33
South Tenth Street	1,226.25	54.00	145.12	7.87				.96			1,434.20				1,434.20
Sussex Avenue	1,143.75	48.00	124.39	12.39				1.13			1,329.66				1,329.66
Warren Street	1,079.00	33.00	73.84	8.74				2.18			1,196.76				1,196.76
Washington Street	1,115.25	54.00	139.18	13.01				1.03			1,322.47				1,322.47
Webster	1,792.75	69.00	164.14	4.82				4.50			2,035.21				2,035.21
West Side	1,702.56	69.00	159.10	8.08				1.26			1,940.00				1,940.00
EVENING SCHOOLS															
High															
Central C. & M. T.	12,516.25	444.10	1,187.20	38.52	308.83	717.05	142.61	31.37			15,385.93				15,385.93
East Side C. & M. T.	6,658.75	185.38	824.46	10.38	128.94	287.92	130.96	23.42			8,250.16				8,250.16
Bergen Street	7,616.60	214.50	893.21	20.67	28.37	193.22	655.35	12.85			9,574.77		1.94	1.94	9,576.71
Franklin	3,730.50	115.10	327.80	44.49	48.51	109.95	356.83	2.78			4,735.96				4,735.96
Morton Street	7,019.28	191.14	607.83	18.17	30.02	210.37	51.11	19.63			8,147.55		31.13	31.13	8,178.68
Robert Treat	8,739.24	233.98	713.63	30.58	110.67	214.69	634.74	21.52			10,699.05				10,699.05
Barringer Gymnasium	807.00	138.00		.39		72.51	259.84				1,277.74				1,277.74
Elementary															
Abington Avenue	1,987.50	109.63	166.47	13.74	49.30	184.72	382.17	1.18			2,894.71		8.50	8.50	2,903.21
Belmont Avenue	5,033.00	197.63	115.59	35.98	60.68	441.99	820.55	11.55			6,716.97		8.50	8.50	6,725.47
Bergen Street	1,203.40	58.50	91.35	3.46	1.52	139.12	163.84	1.93			1,663.12		8.50	8.50	1,671.62
Central Avenue	3,014.00	141.75	104.46	17.63	22.43	268.06	453.90	5.42			4,027.65		8.50	8.50	4,036.15
Cleveland	4,752.00	199.12	264.83	15.30	36.10	259.95	793.28	8.13			6,328.71		8.50	8.50	6,337.21
Franklin	2,225.50	105.54	108.37	6.01	1.66	79.16	237.89	2.09			2,766.22		12.85	12.85	2,779.07
Hamburg Place	3,023.50	138.37	115.00	13.94	75.64	240.83	445.98	5.35			4,058.61		8.50	8.50	4,067.11
Lafayette	4,451.00	178.12	322.82	40.30	89.81	317.01	662.94	10.40			6,072.40		8.50	8.50	6,080.90
McKinley	3,526.00	198.50	235.35	3.30	103.53	119.87	431.29	8.01			4,625.85		17.00	17.00	4,642.85
Morton Street	2,689.22	104.25	225.41	28.70		202.18	31.33	9.97			3,341.06				3,341.06
Newton	2,813.00	126.12	132.42	30.66	34.90	296.38	438.57	10.90			3,882.95		9.38	9.38	3,892.33
Robert Treat	2,012.26	86.34	55.60	4.25	1.52	154.58	223.01	6.80			2,544.36		8.50	8.50	2,552.86
South Street	2,217.50	117.50	180.42	12.44	21.96	105.59	348.27	1.42			3,005.10		235.20	235.20	3,240.30
South Eighth Street	1,792.00	101.37	60.10	11.78	74.52	265.01	266.81	4.37			2,575.96		25.50	25.50	2,601.46
South Tenth Street	3,530.50	154.62	166.62	12.98	14.65	122.93	243.40	2.11			4,247.76		8.50	8.50	4,256.26
Washington Street	2,088.50	105.87	109.99	16.14	15.84	103.94	182.57	1.94			2,624.79		8.50	8.50	2,633.29
Madison Gymnasium	721.00	141.00		2.50		187.41	138.62				1,190.53				1,190.53
Vocational															
Central High	5,158.00	200.90									5,358.90				5,358.90
East Side High	3,446.00	141.24									3,587.24				3,587.24
Bergen Street High	1,992.00	68.25									2,060.25				2,060.25
Franklin High	168.00	9.60									177.60				177.60
Morton Street High	720.00	17.30									737.30				737.30
Robert Treat High	1,718.00	51.81									1,769.81				1,769.81
Boys'	3,244.75	128.24	314.03	12.12	58.21	189.53	663.58	7.71			4,618.17		8.50	8.50	4,626.67
Fawcett School of Industrial Arts	17,342.00	1,389.05	804.31	147.28	278.44	374.00	1,739.73	15.22	2,400.00	98.81	24,588.84	202.60	50.52	253.12	24,841.96
Special															
School for the Deaf	824.00	51.31	26.45	.71		47.55		2.05			952.07				952.07
SPECIAL ACTIVITIES															
Playgrounds	15,262.50	765.00	2,510.56		918.61			223.83			19,680.50		2,045.27	2,045.27	21,725.77
Newark's 250th Anniversary				50.63	335.60						386.25				386.25
Physical Training Field	2,315.83			.26	213.71				18.75	1,057.24	3,605.79		67.90	67.90	3,673.69
Afternoon School Lectures	491.08										491.08				491.08
Public Lectures	11,318.50		23.17	393.00							11,734.67				11,734.67
Food Conservation													59.00	59.00	59.00
Wider Use of School Buildings	550.00	2,917.25		24.70							3,491.95				3,491.95
After School Playgrounds	1,042.00				100.22						1,142.22				1,142.22
Avon Avenue Social Center	204.00	587.00		28.60							819.60		11.75	11.75	831.35
Fourteenth Avenue Social Center	170.00	500.00		4.00							674.00				674.00
Hamburg Place Social Center		777.00			4.50						781.50		6.04	6.04	787.54
Montgomery Social Center	153.00	259.00		4.00							416.00				416.00
McKinley Social Center	590.00	497.00		4.00							1,091.00				1,091.00
TOTALS BY CLASSIFICATION															
DAY SCHOOLS															
High	468,097.97	34,218.00	31,826.24	2,168.23	4,418.58	7,487.64	2,732.95	1,198.41	959.30	5,359.13	558,466.45	15,553.81	9,013.24	24,567.05	583,033.50
Elementary	1,627,961.17	120,888.69	89,611.12	3,625.97	17,179.71	46,425.87	20,290.20	7,615.08	3,217.45	32,641.95	1,968,597.21	97,661.58	31,947.72	129,609.30	2,098,206.51
Vocational	26,858.78	1,295.15	2,201.62	195.32	346.58	508.22	978.72	167.18		502.95	33,054.52	2,180.23	1,585.77	3,766.00	36,820.52
Special	66,477.95	7,524.08	13,557.96	112.35	1,196.99	1,334.63	404.40	317.99	60.93	1,083.55	92,009.83	3,183.85	2,166.42	5,350.27	97,360.10
Summer High	9,092.28	234.00	749.77	29.59	14.10			27.96			10,147.70				10,147.70
Summer Elementary	42,371.17	1,777.20	4,992.07	307.08	9.03			86.08			49,482.63				49,482.63
EVENING SCHOOLS															
High	47,117.62	1,522.20	4,464.13	163.15	635.34	1,805.71	2,231.44	111.57			58,071.16		33.07	33.07	58,104.23
Elementary	47,039.88	2,264.23	2,454.80	269.66	634.06	3,578.73	6,264.42	91.57			62,566.75		384.93	384.93	62,951.68
Vocational	33,788.75	2,006.45	1,118.34	159.40	336.65	563.53	2,403.31	22.93	2,400.00	98.81	42,898.17	202.60	59.02	261.62	43,159.79
Special	824.00	51.31	26.45	.71		47.55		2.05			952.07				952.07
SPECIAL ACTIVITIES	32,096.91	6,302.25	2,533.73	509.21	1,572.64			223.83	18.75	1,057.24	44,314.56		2,189.96	2,189.96	46,504.52
Grand Totals	$2,400,866.48	$178,083.56	$153,476.23	$7,540.07	$26,332.68	$61,751.88	$35,305.44	$9,864.65	$6,656.43	$40,742.68	$2,920,561.05	$118,781.57	$47,380.63	$166,162.20	$3,086,723.25

PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES—1916-1917

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Totals
DAY SCHOOLS												
High												
Barringer	1,407	$90.41	$4.71	$ .33	$4.69	$ .86	$1.04	$1.76	$ .27	$ .82	....	$104.89
Central C. & M. T.	1,859	79.42	6.38	.54	6.62	.88	1.41	.04	.16	1.35	....	96.80
East Side C. & M. T.	637	128.24	11.55	.29	10.70	1.30	1.65	.11	.25	.96	$ .06	155.11
South Side	1,226	90.99	6.83	.34	4.97	.58	1.93	.10	.28	.88	.75	107.65
Elementary												
Abington Avenue	1,137	35.61	2.27	.08	2.49	.38	.72	.58	.07	.87	.18	43.25
Alexander Street	939	28.55	2.06	.05	1.70	.10	.77	.03	.09	.15	....	33.50
Avon Avenue	1,444	27.75	2.08	.04	1.46	.16	.98	.50	.07	.64	....	33.68
Belmont Avenue	1.566	34.66	2.33	.12	1.92	.46	1.24	.23	.25	.39	....	41.60
Bergen Street	1,472	28.06	2.27	.07	1.42	.24	.96	.21	.14	.68	....	34.05
Berkeley	843	25.98	2.29	.04	1.85	.19	.84	.46	.14	.56	....	32.35
Bruce Street	700	26.62	2.22	.06	1.16	.18	.75	.08	.10	.96	....	32.13
Burnet	1,286	29.49	2.43	.06	1.55	.29	.90	.63	.16	.53	....	36.04
Camden Street	1,060	28.62	2.00	.05	1.20	.29	.76	.04	.06	.82	....	33.84
Carteret	1,125	26.91	1.81	.07	1.62	.87	.95	.31	.09	.08	.02	32.73
Central Avenue	1,268	28.27	1.91	.07	1.61	.22	.93	.29	.12	.71	.19	34.32
Charlton Street	1,443	30.22	1.72	.06	1.42	.29	.95	.17	.04	.61	....	35.48
Chestnut Street	725	29.79	2.30	.08	1.55	.93	.58	.05	.11	1.03	....	36.42
Cleveland	2,101	31.04	1.46	.07	1.99	.22	.55	.51	.13	.39	....	36.36
Dayton	59	35.23	8.64	.11	.75	.42	1.96	....	.10	3.26	....	50.47
Elizabeth Avenue	253	26.85	3.89	.07	.86	.29	.74	.11	.52	.43	....	33.76
Eliot	919	29.92	3.03	.06	1.49	.25	1.29	.31	.14	1.01	....	37.50
Fifteenth Avenue	1,070	28.37	1.89	.05	1.33	.50	.69	.08	.05	5.46	....	38.42
Fourteenth Avenue	1,185	26.25	1.98	.08	1.44	.13	.75	.36	.03	.52	....	31.54
Franklin	1,645	24.61	1.55	.04	1.37	.18	.66	.09	.14	.51	....	30.69
Garfield	1,083	29.07	2.57	.06	1.65	.31	.65	.10	.10	.77	....	31.07
Hamburg Place	1,614	25.88	1.75	.06	1.42	.24	.42	.07	.08	.41	....	28.79
Hawkins Street	609	25.47	2.38	.09	1.20	.27	1.14	.91	.18	.68	....	36.63

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Totals
Hawthorne	1,087	31.52	2.38	.05	1.84	.20	1.38	.66	.14	.48	....	38.65
John Catlin	1,203	27.06	1.75	.05	1.81	.91	1.16	.27	.05	.54	....	33.60
Lafayette	1,706	32.03	2.01	.11	1.92	.17	.82	.64	.02	.65	....	38.37
Lawrence Street	315	35.40	3.68	.07	1.50	.26	1.41	.25	.33	1.33	....	44.23
Lincoln	569	28.09	2.53	.06	1.33	.24	.66	.19	.08	.89	....	34.07
Madison	1,428	28.51	1.79	.06	1.50	.20	.58	.37	.11	.38	.22	33.72
McKinley	1,985	35.17	2.42	.15	1.51	.76	2.02	2.90	.34	.62	....	45.89
Milford	1.067	25.94	1.96	.07	1.78	.91	1.24	1.10	.08	.58	.40	34.06
Miller Street	1,290	29.29	2.40	.05	1.57	.21	1.06	.62	.09	.48	.23	36.00
Monmouth Street	1,050	26.91	1.93	.06	1.41	.31	.84	.06	.10	.63	....	32.25
Montgomery	920	29.20	2.16	.06	1.44	.26	.97	.64	.14	.56	.33	35.76
Morton Street	1,589	29.21	3.41	.05	1.57	.16	1.16	.03	.30	.62	....	36.51
Newton	1,667	33.00	2.12	.09	1.82	.19	.78	.56	.29	.54	.26	39.65
Ridge	589	29.06	3.35	.07	1.67	.37	.98	1.12	.25	.27	.46	37.60
Robert Treat	2,002	27.92	1.77	.06	1.56	.19	.67	.29	.27	.67	....	33.40
Roseville Avenue	422	32.61	2.60	.06	1.28	.46	.68	.09	.10	.67	....	38.55
South Street	923	24.39	1.81	.05	1.08	.19	.50	.07	.05	.50	....	28.64
South Eighth Street	1,185	32.25	2.33	.05	1.55	.44	.98	.20	.21	1.01	....	39.02
South Market Street	949	26.99	1.78	.05	1.60	.32	.77	.45	.06	.42	....	32.44
South Tenth St. Annex (Blum St.)	68	14.28	....	.01	.50	.23	.46	....	....	....	5.96	21.44*
South Tenth Street	916	28.32	1.88	.05	1.73	.34	.59	.02	.05	.45	....	33.43
Summer Avenue	652	32.75	2.91	.05	1.47	.40	.74	.06	.24	.71	....	39.33
Summer Place	294	33.52	3.98	.05	1.26	.37	1.65	.70	.11	.53	....	42.17
Sussex Avenue	895	29.29	1.90	.08	1.60	.35	.57	.17	.06	.60	....	34.62
Walnut Street	286	33.54	3.79	.06	1.13	.42	.56	.03	.11	1.08	....	40.72
Warren Street	885	25.17	2.54	.07	.79	.40	.45	.46	.16	1.12	....	31.16
Washington Street	729	34.21	2.39	.09	1.69	.42	.63	.03	.06	.56	....	40.08
Waverly Avenue	518	28.09	3.18	.06	1.19	.45	1.33	.16	.21	.81	....	35.48
Webster	1,257	25.88	1.97	.05	1.63	.27	.64	.36	.20	.40	.22	31.62
West Side	1,849	26.08	1.62	.05	2.16	.10	.51	.26	.04	.21	....	31.03
Vocational												
Boys' Vocational	168	87.86	3.09	.31	11.21	.66	.19	2.53	.40	.12	....	106.37
Girls' Vocational	97	113.03	7.05	1.26	3.03	2.93	1.98	5.69	1.02	4.98	....	140.97
Co-operative Salesmanship	17	66.71	5.41	1.26	1.32	....	....	....	....	....	....	74.70

Special												
Academy Street Ungraded	15	106.67	12.27	.27	1.09	....	....	....	....	13.02	....	133.32
Ungraded No. 1	40	102.25	19.50	.10	15.36	1.89	4.55	.25	.85	2.87	.05	147.67
Ungraded No. 2	39	99.39	20.00	.15	17.98	2.51	5.80	.40	.43	3.19	.05	149.90
Alyea Street Defectives	61	96.40	9.49	.20	16.16	1.84	2.98	1.03	.31	1.98	....	130.39
Coe's Place Defectives	101	100.02	10.48	.11	19.10	1.71	3.00	.19	.86	2.08	.56	138.11
Robert Treat Defectives	43	69.82	4.32	.03	7.23	.21	....	....	....	....	....	81.61
State Street Defectives	91	99.18	11.44	.26	19.61	2.80	1.74	1.83	.66	1.33	....	138.85
School for the Deaf	76	174.76	9.58	.57	16.32	.97	2.53	.67	1.02	1.72	....	208.14
Robert Treat Blind	7	206.86	9.79	....	27.42	.07	....	....	....	....	....	244.14
Washington Street Blind	9	174.44	8.43	.12	40.21	.55	....	....	....	....	....	223.75
Camden Street Open Air	29	18.50	2.61	....	13.83	1.10	....	....	....	....	....	36.04
Carteret Open Air	29	23.23	2.52	....	12.16	1.05	....	....	....	....	....	38.96
Elizabeth Avenue Open Air	48	57.56	25.25	.07	54.00	.32	1.89	1.66	.48	1.35	....	142.58
Garfield Open Air	29	37.93	3.09	....	14.41	1.09	....	....	....	....	....	56.52
Hawkins Street Open Air	30	18.33	1.29	....	2.18	.30	....	....	....	....	....	22.10
Lafayette Open Air	30	36.21	2.62	....	9.81	1.07	....	....	....	....	....	49.71
Lawrence Street Open Air	30	36.56	3.52	....	12.83	1.00	....	....	....	....	....	53.91
McKinley Open Air	29	35.79	4.16	....	12.22	1.60	....	....	....	....	....	53.77
Milford Open Air	29	15.45	1.37	....	5.55	.38	....	....	....	....	....	22.75
Montgomery Open Air	29	37.93	2.87	....	7.99	.31	....	....	....	....	....	49.10
Morton Street Open Air	29	37.74	4.38	....	6.58	.20	....	....	....	....	....	48.90
School for Crippled Children	24	43.93	....	.02	....	....	....	....	....	....	....	43.95
Summer High												
Barringer	942	5.92	.16	.02	.18	.01	....	....	.02	....	....	6.31
Central C. & M. T.	533	6.59	.15	.01	1.34	....	....	....	.01	....	....	8.10
Summer Elementary												
Avon Avenue	313	5.95	.28	.04	.68	....	....	....	.01	....	....	6.96
Bergen Street	274	5.95	.25	.06	.64	....	....	....	.01	....	....	6.91
Bruce Street	214	2.89	.10	.03	.35	....	....	....	.01	....	....	3.38
Burnet	216	5.87	.32	.05	.58	....	....	....	.01	....	....	6.83
Camden Street	272	5.66	.27	.03	.39	....	....	....	.01	....	....	6.36
Central Avenue	299	4.96	.22	.06	.49	....	....	....	.01	....	....	5.74
Cleveland	627	4.99	.19	.03	....	.01	....	....	.01	....	....	5.23
Eliot	200	4.88	.21	.04	.64	....	....	....	.01	....	....	5.60
Fifteenth Avenue	251	5.28	.23	.07	.94	....	....	....	.01	....	....	6.53
Fourteenth Avenue	226	5.77	.24	.03	1.00	....	....	....	.01	....	....	7.05
Franklin	399	5.84	.23	.04	.65	....	....	....	.01	....	....	6.77
Hamburg Place	357	4.67	.20	.04	.62	....	....	....	.01	....	....	5.54
Hawkins Street	251	2.47	.11	.01	.31	....	....	....	.01	....	....	2.91
Hawthorne	252	5.85	.25	.04	.55	....	....	....	.01	....	....	6.70

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Totals
John Catlin	130	9.03	.32	.06	.58	....	....	....	.01	....	....	10.00
Madison	283	5.32	.23	.03	.61	....	....	....	.01	....	....	6.20
Milford	352	4.91	.19	.04	.46	....	....	....	.01	....	....	5.61
Miller Street	221	4.74	.19	.04	.59	....	....	....	.01	....	....	5.57
Monmouth Street	423	4.44	.18	.01	.33	....	....	....	.01	....	....	4.97
Morton Street	499	4.19	.18	.03	.65	....	....	....	.03	....	....	5.08
Robert Treat	318	5.33	.23	.04	.70	....	....	....	.02	....	....	6.32
South Street	291	2.52	.10	.01	.31	....	....	....	.01	....	....	2.95
South Eighth Street	235	5.16	.23	.03	.77	....	....	....	.02	....	....	6.21
South Tenth Street	216	5.68	.25	.04	.67	....	....	....	.01	....	....	6.65
Sussex Avenue	206	5.55	.23	.06	.60	....	....	....	.01	....	....	6.45
Warren Street	159	6.78	.21	.06	.46	....	....	....	.01	....	....	7.52
Washington Street	184	6.06	.29	.07	.75	....	....	....	.01	....	....	7.18
Webster	253	7.09	.27	.02	.65	....	....	....	.02	....	....	8.05
West Side	346	4.92	.19	.02	.46	....	....	....	.01	....	....	5.60
EVENING SCHOOLS												
High												
Bergen Street	481	15.89	.45	.04	1.67	.05	.40	1.36	.03	....	....	19.89
Central C. & M. T.	986	12.68	.45	.04	1.29	.31	.73	.14	.03	....	....	15.58
East Side C. & M. T.	475	14.02	.39	.02	1.74	.27	.60	.28	.05	....	....	17.37
Franklin	188	19.84	.61	.02	1.74	.25	.58	1.90	.01	....	....	24.95
Morton Street	339	20.71	.56	.06	1.81	.08	.62	.15	.05	....	....	24.04
Robert Treat	408	21.42	.57	.07	1.75	.27	.52	1.56	.05	....	....	26.21
Barringer Gymnasium	57	14.16	2.42	....	....	....	1.27	4.56	....	....	....	22.41
Elementary												
Abington Avenue	125	15.90	.88	.10	1.33	.39	1.48	3.09	.01	....	....	23.18
Belmont Avenue	342	14.71	.58	.10	.34	.17	1.29	3.54	.03	....	....	20.76
Bergen Street	88	13.68	.66	.04	1.04	.01	1.58	1.86	.02	....	....	18.89
Central Avenue	268	11.25	.53	.07	.39	.07	1.09	1.69	.02	....	....	15.02
Cleveland	388	12.25	.51	.04	.68	.09	.67	2.04	.02	....	....	16.30
Franklin	166	13.71	.63	.04	.65	.01	.48	1.43	.01	....	....	16.96

Hamburg Place	234	12.92	.59	.06	.49	.32	1.03	1.90	.02	....	....	17.33
Lafayette	383	11.62	.47	.10	.84	.23	.83	1.73	.03	....	....	15.85
McKinley	295	11.78	.67	.01	.80	.35	.41	1.47	.03	....	....	15.52
Morton Street	204	12.98	.51	.14	1.11	....	1.43	.15	.05	....	....	16.37
Newton	278	10.12	.45	.11	.48	.12	1.06	1.57	.04	....	....	13.95
Robert Treat	156	12.89	.55	.03	.35	....	.99	1.44	.04	....	....	16.29
South Street	183	12.11	.64	.07	.99	.12	.58	1.90	.01	....	....	16.42
South Eighth Street	133	13.47	.76	.09	.45	.56	1.99	2.00	.03	....	....	19.35
South Tenth Street	262	13.48	.59	.05	.64	.05	.47	.93	.01	....	....	16.22
Washington Street	202	10.34	.52	.08	.54	.07	.51	.90	.01	....	....	12.97
Madison Gymnasium	45	16.02	4.02	.06	....	....	4.17	3.08	....	....	....	27.35
Vocational												
Boys' Vocational	137	23.68	.52	.09	....	.42	1.38	4.84	.05	....	17.52	48.50
Fawcett School of Industrial Arts	757	22.91	1.83	.19	....	.36	.49	2.26	.02	.13	....	28.19
Special												
School for the Deaf	26	31.69	1.97	.03	....	....	1.53	....	....	....	....	35.52
SPECIAL ACTIVITIES												
Playgrounds	8,669	1.76	.09	....	....	.10	....	....	.02	....	....	1.97
DAY SCHOOLS						TOTALS BY CLASSIFICATION						
High	5,129	91.26	6.67	.42	6.21	.86	1.46	.53	.23	1.04	.19	108.87
Elementary	55,841	29.14	2.17	.06	1.60	.31	.83	.36	.14	.58	.06	35.25
Vocational	282	95.24	4.59	.69	7.81	1.23	1.80	3.47	.59	1.78	....	117.20
Special	847	78.41	8.88	.13	16.01	1.41	1.58	.48	.38	1.27	.07	108.62
Summer High	1,475	6.17	.16	.02	.51	.01	....	....	.02	....	....	6.99
Summer Elementary	8,267	5.12	.21	.04	.59	....	....	....	.01	....	....	5.97
EVENING SCHOOLS												
High	2,934	16.06	.52	.06	1.53	.22	.62	.76	.04	....	....	19.81
Elementary	3,752	12.54	.60	.07	.65	.16	.95	1.67	.02	....	....	16.66
Vocational	894	37.79	2.24	.18	1.25	.38	.63	2.69	.03	.11	2.68	47.98
Special	26	31.69	1.97	.03	1.02	....	1.83	....	.08	....	....	36.62
SPECIAL ACTIVITIES	8,669	1.76	.09	....	.29	.10	....	....	.02	....	....	2.26

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* One-half term.

ANNUAL COST PER PUPIL FOR THE VARIOUS ITEMS OF EX PENDITURE IN THE SCHOOLS AS A TOTAL BY CLASSIFICATION FOR THE FIVE YEARS LAST PAST

ACCOUNT	DAY SCHOOLS														
	High					Elementary					Vocational				
	1912-13	1913-14	1914-15	1915-16	1916-17	1912-13	1913-14	1914-15	1915-16	1916-17	1912-13	1913-14	1914-15	1915-16	1916-17
Teachers' Salaries	$84.69	$88.91	$82.88	$86.02	$91.26	$25.88	$26.24	$26.97	$27.83	$29.14	$71.22	$84.54	$87.98	$98.03	$95.24
Janitors' Salaries	8.06	8.86	7.83	6.78	6.67	2.00	2.09	2.09	2.11	2.17	3.25	3.57	4.00	4.12	4.59
Printing	.35	.48	.34	.37	.42	.06	.06	.06	.06	.06	.20	.26	.44	.34	.69
Text Books, etc.	8.33	11.11	7.44	7.64	6.21	1.45	1.39	1.43	1.51	1.60	13.02	13.39	13.00	9.49	7.81
Furniture and General Supplies	.93	.97	.72	1.15	.86	.15	.18	.17	.25	.31	.90	1.41	1.42	1.10	1.23
Fuel	1.69	2.03	1.70	1.70	1.46	.60	.65	.70	.72	.83	1.09	1.33	1.55	1.20	1.80
Light and Power	.67	.72	.60	.55	.53	.21	.23	.29	.36	.36	2.71	3.02	1.93	2.96	3.47
Water	.28	.30	.24	.22	.23	.18	.13	.13	.15	.14	.46	.33	.31	.70	.59
Repairs	.95	1.11	1.35	1.22	1.04	.41	.47	.55	.45	.58	2.05	.17	2.72	.46	1.78
Insurance and Rent	.74	.21	....	.52	.19	.25	.05	.02	.27	.06	.25	....	....	.77	....
Totals	$106.69	$114.70	$103.10	$106.17	$108.87	$31.19	$31.40	$32.41	$33.71	$35.25	$95.15	$108.02	$113.35	$119.17	$117.20

ACCOUNT	DAY SCHOOLS												
	Special					SUMMER							
						High			Elementary				
	1912-13	1913-14	1914-15	1915-16	1916-17	1914-15	1915-16	1916-17	1912-13	1913-14	1914-15	1915-16	1916-17
Teachers' Salaries	$77.57	$80.07	$77.00	$75.41	$78.41	$4.11	$4.83	$6.17	$2.74	$2.71	$2.51	$2.56	$5.12
Janitors' Salaries	8.98	10.18	9.50	8.93	8.88	.12	.14	.16	.11	.11	.10	.11	.21
Printing	.09	.10	.13	.09	.13	.01	.03	.02	.01	.01	.01	.01	.04
Text Books, etc.	16.18	13.78	15.79	16.81	16.01	.30	.46	.51	.40	.36	.29	.26	.59
Furniture and General Supplies	1.17	1.55	1.06	1.47	1.41	....	....	.01	....	....	....	....	....
Fuel	1.44	1.82	1.59	1.38	1.58	....	....	....	....	....	....	....	....
Light and Power	.14	.65	.66	.89	.48	....	....	....	....	....	....	....	....
Water	.18	.26	.25	.34	.38	.03	.02	.02	.02	.02	.01	.02	.01
Repairs	.95	1.83	1.50	1.48	1.27	....	....	....	....	....	....	....	....
Insurance and Rent	4.20	2.37	1.37	1.58	.07	....	....	....	....	....	....	....	....
Totals	$110.90	$112.61	$108.85	$108.38	$108.62	$4.57	$5.48	$6.89	$3.28	$3.21	$2.92	$2.96	$5.97

ACCOUNT	EVENING SCHOOLS																
	High					Elementary					Vocational					Special	
	1912-13	1913-14	1914-15	1915-16	1916-17	1912-13	1913-14	1914-15	1915-16	1916-17	1912-13	1913-14	1914-15	1915-16	1916-17	1915-16	1916-17
Teachers' Salaries	$17.91	$18.14	$17.53	$20.36	$16.06	$10.58	$11.19	$11.60	$12.29	$12.54	$20.09	$19.15	$23.29	$22.81	$37.79	$30.60	$31.69
Janitors' Salaries	.65	.64	.59	.65	.52	.43	.50	.50	.57	.60	.93	1.08	1.20	1.36	2.24	3.71	1.97
Printing	.07	.06	.08	.09	.06	.08	.09	.08	.10	.07	.15	.14	.13	.16	.18	....	.03
Text Books, etc.	1.73	1.43	1.58	1.68	1.53	.56	.55	.54	.52	.65	1.01	1.17	1.71	1.36	1.25	3.10	1.02
Furniture and General Supplies	.01	.01	.08	.07	.22	.10	.03	.12	.13	.16	.29	.22	.48	.57	.38	.11	....
Fuel	.54	.53	.51	.62	.62	.50	.61	.66	.79	.95	.44	.62	.36	.89	.63	....	1.83
Light and Power	.74	.79	.67	.78	.76	1.12	1.31	1.30	1.57	1.67	2.26	2.72	2.82	2.23	2.69	....	....
Water	.05	.04	.04	.03	.04	.03	.02	.03	.03	.02	.06	.06	.04	.03	.03	....	.08
Repairs	....	....	....	....	....	....	....	....	....	....	.20	.20	.42	.28	.11	....	....
Insurance and Rent	....	....	....	....	....	....	....	....	....	....	.09	....	2.72	2.92	2.68	....	....
Totals	$21.70	$21.64	$21.08	$24.28	$19.81	$13.40	$14.30	$14.83	$16.00	$16.66	$25.52	$25.36	$33.17	$32.61	$47.98	$37.52	$36.62

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1917

SCHOOLS	Average Enrollment	APPROPRIATION ACCOUNTS									
		Text Books, Maps, etc.		Stationery		Paper		Laboratory Supplies		Miscellaneous	
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY SCHOOLS											
High											
Barringer	1,407	$3,608.73	$1.85	$ 97.78	$ .07	$1,186.15	$ .84	$1,090.62	$ .77	$ 835.77	$ .59
Central C. & M. T.	1,859	4,831.57	2.60	274.53	.15	916.09	.49	1,102.54	.59	1,692.75	.91
East Side C. & M. T.	637	1,338.40	2.10	135.01	.21	414.07	.65	590.73	.93	1,082.51	1.70
South Side	1,236	1,460.44	1.19	55.23	.05	335.76	.27	873.63	.71	1,166.58	.95
Elementary								Occupation and Kindgn. Material			
[illegible]	1,137	568.77	.50	174.18	.15	357.06	.31	117.48	.10	450.95	.40
[illegible]	939	457.33	.50	118.78	.13	358.92	.38	32.47	.03	294.59	.31
[illegible]	1,444	739.91	.51	160.43	.11	472.89	.33	85.87	.06	276.29	.19
[illegible]	1,566	772.75	.49	282.82	.18	607.73	.38	139.55	.10	530.42	.34
[illegible]	1,472	501.44	.34	161.17	.11	352.40	.24	74.99	.05	321.04	.22
[illegible]	843	311.62	.37	33.03	.04	243.42	.29	48.21	.05	327.57	.39
[illegible]	700	204.31	.29	77.68	.11	231.35	.33	64.36	.09	105.43	.15
[illegible]	1,296	707.59	.53	127.33	.10	380.35	.29	86.13	.07	203.68	.17
[illegible]	1,060	307.88	.29	149.31	.14	286.88	.27	86.50	.08	243.13	.22
[illegible]	1,125	641.30	.57	81.25	.07	308.28	.27	62.62	.06	313.45	.27
[illegible]	1,268	572.88	.45	172.84	.14	497.32	.39	85.19	.07	251.59	.20
[illegible]	1,443	506.20	.35	166.63	.12	563.28	.39	203.84	.14	235.67	.16
[illegible]	725	420.32	.58	111.36	.15	148.07	.20	47.22	.07	138.77	.19
[illegible]	2,101	1,018.80	.49	156.91	.07	515.96	.25	185.03	.09	799.20	.38
[illegible]	59	14.62	.26	1.92	.03	9.99	.17	7.61	.13	5.72	.09
[illegible]	919	374.82	.41	76.59	.08	281.85	.31	104.41	.11	181.11	.20
[illegible]	253	69.43	.27	5.10	.02	26.52	.11	32.45	.13	22.98	.09
[illegible]	1,070	184.67	.17	128.83	.12	290.79	.28	151.11	.15	335.87	.31
[illegible]	1,185	488.66	.41	119.96	.10	415.07	.35	44.82	.04	285.30	.24
[illegible]	1,643	710.16	.43	111.73	.07	310.47	.19	102.32	.07	425.89	.25
[illegible]	1,063	611.07	.57	91.65	.08	324.97	.31	118.96	.11	207.72	.19
[illegible]	1,614	852.36	.53	85.26	.06	392.10	.23	165.92	.10	373.96	.24
[illegible]	609	284.04	.47	77.60	.13	38.58	.06	57.03	.09	68.19	.11
[illegible]	1,087	558.20	.51	129.36	.12	405.47	.37	64.28	.06	354.29	.33
[illegible]	1,203	506.20	.42	141.12	.12	348.54	.29	141.35	.12	266.88	.22
[illegible]	1,706	1,591.23	.93	143.79	.08	520.20	.31	154.59	.09	253.32	.15
[illegible]	315	155.18	.49	32.42	.11	69.25	.22	47.77	.15	50.72	.16
[illegible]	569	362.76	.64	31.18	.05	158.73	.28	23.86	.04	72.89	.13
[illegible]	1,428	787.06	.55	120.36	.08	363.13	.25	22.82	.02	326.93	.23
[illegible]	1,965	1,200.95	.61	238.55	.12	485.36	.24	355.15	.18	694.19	.34
[illegible]	1,067	505.35	.47	101.51	.10	366.89	.34	60.58	.06	245.45	.23
[illegible]	1,290	734.87	.57	124.13	.10	413.45	.32	72.52	.06	268.19	.20
[illegible]	1,050	624.57	.59	86.38	.08	225.95	.22	111.00	.11	220.39	.21
[illegible]	920	526.46	.57	111.96	.12	197.63	.21	86.29	.09	148.71	.16
[illegible]	1,589	803.53	.51	148.43	.09	486.05	.31	119.47	.08	327.46	.21
[illegible]	1,667	989.62	.59	343.73	.21	526.79	.32	175.91	.11	412.45	.25
[illegible]	589	289.11	.49	47.68	.08	108.49	.18	73.39	.13	272.73	.46
[illegible]	2,003	1,123.26	.56	174.71	.09	613.22	.31	153.74	.08	367.16	.18
[illegible]	422	109.15	.26	36.45	.08	113.50	.27	16.99	.04	152.29	.36
[illegible]	923	289.15	.31	65.45	.07	132.82	.14	90.24	.10	192.09	.21
[illegible]	1,185	609.95	.51	105.60	.09	345.44	[illegible]	80.82	.07	195.14	.16
South Market Street	949	553.37	.58	131.43	.14	335.07	.35	75.14	.08	137.22	.14
South Tenth Street	916	507.37	.55	94.49	.10	183.45	.20	66.76	.07	292.11	.32
South Tenth Street Annex (Blum St.)	68	16.65	.24	1.50	.02	12.03	.18			3.93	.06
Summer Avenue	652	294.11	.45	39.43	.06	151.45	.23	42.76	.07	121.39	.19
[illegible] Place	294	126.01	.44	17.60	.06	54.66	.18	34.36	.11	76.35	.25
[illegible] Avenue	895	481.24	.54	128.62	.14	333.24	.37	44.89	.05	186.92	.21
Walnut Street	286	103.24	.36	34.36	.12	64.22	.22	37.35	.13	43.43	.15
Warren Street	885	176.03	.20	53.02	.06	181.93	.20	54.28	.06	113.87	.13
Washington Street	729	259.51	.36	51.98	.07	172.56	.23	113.60	.16	325.98	.45
Waverly Avenue	518	183.38	.35	49.10	.10	95.45	.18	38.75	.07	128.87	.25
Webster	1,257	672.17	.53	114.62	.09	348.54	.27	167.24	.13	334.86	.27
West Side	1,849	903.79	.49	75.86	.04	396.21	.21	117.70	.06	469.25	.25
Vocational								Printing		Transportation	
Boys'	168	10.78	.06	32.51	.19	91.09	.54	463.67	2.76	138.50	.82
Girls'	97	32.93	.34	23.50	.24	51.16	.53				
Cooperative Salesmanship	17	9.60	.57	1.94	.11	4.90	.29				
Special											
Academy Street Ungraded	15			1.00	.06						
Ungraded No. 1	40	11.83	.30	11.18	.28	9.71	.24				
Ungraded No. 2	39			6.29	.16	5.57	.14				
Alyea Street Defective	61	8.98	.15	4.73	.08	4.48	.07			390.40	6.40
Coe's Place Defective	101	8.25	.08	9.94	.10	14.33	.14			154.80	1.53
Robert Treat Defective	43			.98	.02	5.04	.12				
[illegible]	91	46.48	.51	13.68	.15	16.12	.18			229.50	2.52
School for the Deaf	76	97.14	1.28	30.26	.40	81.31	1.07			538.00	7.08
Washington Street Blind	9	.55	.06	4.89	.54	35.94	3.99			93.65	10.41
Robert Treat Blind	7	3.58	.51	.43	.06					220.50	31.50
Camden Street Open Air	29									22.50	.78
[illegible] Open Air	29									2.70	.09
[illegible] Avenue Open Air	48	8.64	.18	5.71	.12	8.35	.17			758.20	15.80
[illegible] Open Air	29			.20							
[illegible] Street Open Air	30										
Lafayette Open Air	30	9.60	.32	4.63	.15	12.69	.42				
Lawrence Street Open Air	30	11.00	.37			1.24	.04				
[illegible] Open Air	29	.99	.03								
[illegible] Open Air	29									17.10	.59
[illegible] Open Air	29			1.86	.06	7.55	.26			18.90	.65
[illegible] Street Open Air	29	12.08	.42							14.40	.49
Class for Crippled Children	24										
SUMMER SCHOOLS											
High											
Barringer	942			8.65	.01	105.94	.11				
Central C. & M. T.	533	331.50	.62	29.85	.06	68.37	.13				
Elementary								Occupation and Kindgn. Material		Miscellaneous	
Avon Avenue	313			25.50	.08	27.26	.09	5.40	.01		
Bergen Street	274			19.65	.07	44.42	.16	.39			
Bruce Street	214			27.21	.13	10.69	.05				
Burnet	216			17.96	.08	21.28	.10	.48			
Camden Street	272			24.58	.09	33.83	.13	.56		.08	
Central Avenue	299			20.25	.07	18.84	.06				
Cleveland	697	3.48	.01	35.78	.06	58.11	.09	1.31		.70	
[illegible]	200			17.01	.09	10.72	.05			.83	
[illegible] Avenue	251			21.61	.09	23.49	.09	33.29	.13		
[illegible] Avenue	226			33.24	.15	35.63	.16				
[illegible]	390			19.60	.05	30.11	.08				
[illegible] Place	357			14.83	.04	15.43	.05				
[illegible] Street	251			8.12	.03	12.52	.05				
Hawthorne Avenue	252			22.18	.09	15.81	.06				
John Catlin	130			17.71	.13	18.33	.14	.27		.36	
Madison	283			22.28	.08	5.88	.02				
Milford	352			27.17	.08	27.03	.08	3.08		.15	
Miller Street	221			10.90	.05	30.57	.14				
Monmouth Street	423			28.35	.07	27.46	.07	3.28			
Morton Street	499			36.36	.07	49.03	.10			5.91	.01
Robert Treat	318			23.71	.07	24.45	.08				
South Street	291			12.44	.04	4.14	.02				
South Eighth Street	235			16.70	.07	7.58	.03				
South Tenth Street	216			15.52	.07	21.23	.09	1.02			
Sussex Avenue	206			22.06	.11	15.48	.07			3.15	.02
Warren Street	159			14.58	.09	12.06	.07	.28			
Washington Street	184			28.88	.15	13.42	.08			.65	
Webster	253			22.16	.09	27.13	.11	3.17	.01	4.43	.02
West Side	346			21.00	.06	26.57	.08	.56			
EVENING SCHOOLS											
High											
Bergen Street	481	165.56	.34	3.51		42.94	.09			27.41	.06
Central C. & M. T.	986	46.00	.05	31.79	.04	42.31	.05			124.46	.13
East Side C. & M. T.	475	200.85	.42	9.50	.02	26.65	.06			191.11	.40
Franklin	188	8.16	.04	12.81	.07	20.58	.11			23.78	.13
Morton Street	339	190.84	.56	22.52	.07	88.14	.26			134.28	.39
Robert Treat	408	115.28	.28	13.75	.03	89.51	.22			48.45	.12
Barringer Gymnasium	57										
Elementary								Printing			
[illegible] Avenue	125	37.50	.30	17.15	.14	[illegible]	.21				
Belmont Avenue	342	5.25	.02	4.96	.01	31.74	.09				
[illegible]	88									35.00	.40
Central Avenue	268	37.08	.14	17.60	.07	9.42	.03			2.70	.01
Cleveland	388			24.30	.06	69.24	.18	56.58	.14	35.00	.09
Franklin	166			22.52	.14						
Hamburg Place	234			15.05	.06	14.13	.06			4.50	.02
Lafayette	383	59.64	.16	13.46	.04	93.90	.24				
McKinley	295	77.79	.26	24.80	.08	47.01	.16			7.70	.03
Morton Street	204	54.97	.27	17.15	.08	23.63	.12				
Newton	278	14.40	.05	22.58	.08	36.90	.13			6.75	.03
Robert Treat	156										
South Street	183			12.75	.07						
South Eighth Street	133	3.60	.03	15.90	.11	17.86	.13				
South Tenth Street	262	112.24	.43	8.64	.03	2.40	.01				
Washington Street	202	3.15	.02	13.93	.06	17.95	.09			5.18	.03
Madison Gymnasium	45										
Vocational											
Boys'	137	8.37	.07	6.87	.05	21.49	.16	41.67	.30		
Fawcett School of Industrial Arts	757	220.15	.29	2.08		6.63				520.95	.69
Special											
School for the Deaf	26	26.45	1.02								
SPECIAL ACTIVITIES								Occupation and Kindgn. Material			
[illegible]	8,669							2,333.42	.27	177.14	.02
[illegible]						14.49				8.68	
TOTALS BY CLASSIFICATION											
DAY SCHOOLS											
High	5,129	10,239.14	2.00	562.55	.11	2,842.67	.55	3,617.52	.71	4,777.61	.93
Elementary	55,841	27,364.40	.49	5,647.18	.10	15,633.06	.28	4,747.69	.09	13,453.98	.24
Vocational	282	53.31	.19	57.95	.21	147.15	.52	463.67	1.64	138.50	.49
Special	847	219.12	.26	96.78	.11	202.33	.24			2,460.65	2.91
Summer High	1,475	331.50	.22	38.50	.03	174.31	.12				
Summer Elementary	8,267	3.48		627.34	.08	668.50	.08	58.08	.01	16.26	
EVENING SCHOOLS											
High	2,934	726.60	.25	98.88	.03	310.13	.11			549.49	.19
Elementary	3,752	405.62	.11	230.79	.06	390.56	.10	56.58	.02	96.88	.03
Vocational	894	228.52	.26	8.90	.01	28.12	.03	41.67	.05	520.95	.58
Special	26	26.45	1.02								
SPECIAL ACTIVITIES						14.49		2,333.42		185.82	
Grand Totals		$39,596.23		$7,363.87		$20,411.32		$11,348.58		$22,200.09	

SCHOOLS	Library Equipment		Wood Working		Iron Working		Domestic Science		Domestic Art		Medical Inspection		Miscellaneous		Total	
	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY SCHOOLS																
High																
Barringer	$ 125.53	$ .09	$ 307.60	$ .22	$ 77.03	$ .05	$ 187.56	$ .13	$ 50.40	$ .04	$ 3.25		$ 41.12	$ .03	$6,601.56	$1.69
Central C. & M. T.	1,190.40	.64	1,075.54	.58	842.43	.45	109.08	.06	50.57	.03	12.52		213.97	.12	12,312.54	6.62
East Side C. & M. T.	1,013.09	1.59	1,226.77	1.92	408.33	.64	50.96	.08	117.11	.19	10.63	$ .02	429.31	.67	6,816.91	10.70
South Side	1,491.57	1.22	315.04	.25	219.63	.18	107.95	.09	13.08	.01	6.51		59.82	.05	6,195.23	4.97
Elementary	Electric Work		Manual Training		Printing											
[illegible]			712.31	.63			239.86	.21	120.06	.11	23.61	.02	70.06	.06	2,834.36	2.49
[illegible]			190.97	.21			51.99	.06	30.78	.04	19.02	.02	27.98	.03	1,591.83	1.70
[illegible]			271.45	.19			11.36	.01	40.19	.03	40.05	.03	8.50		2,106.94	1.46
[illegible]			390.13	.25			106.96	.07	100.05	.07	28.74	.02	28.94	.02	2,999.09	1.92
[illegible]			265.29	.18			93.06	.07	209.35	.14	30.29	.02	79.89	.05	2,088.89	1.42
[illegible]			367.69	.44					39.90	.05	36.62	.04	154.86	.18	1,562.92	1.85
[illegible]			100.54	.14					17.43	.03	12.75	.02	2.30		816.15	1.16
[illegible]			227.56	.18			35.02	.03	143.32	.11	57.17	.05	22.73	.02	1,990.88	1.55
[illegible]			146.44	.14					29.90	.03	27.20	.03	1.50		1,278.83	1.20
[illegible]			304.71	.27			64.24	.06	19.77	.02	30.87	.03			1,826.19	1.62
[illegible]			253.02	.20			54.27	.05	44.43	.04	33.85	.02	74.66	.05	2,040.05	1.61
[illegible]			279.58	.19			17.54	.01	52.00	.04	13.90	.01	16.55	.01	2,055.19	1.42
[illegible]			118.43	.15			86.16	.12	18.59	.03	24.68	.03	12.55	.02	1,126.15	1.55
[illegible]	71.63	.03	648.15	.31	43.91	.02	248.73	.12	271.43	.12	32.48	.02	196.37	.09	4,188.60	1.99
[illegible]			4.45	.07											44.31	.75
[illegible]			211.46	.23			79.96	.09	31.61	.03	20.69	.02	10.00	.01	1,372.49	1.49
[illegible]			43.25	.17							16.68	.07			216.61	.86
[illegible]			228.25	.21			43.42	.04	20.05	.02	31.05	.03			1,423.04	1.33
[illegible]			191.24	.16			48.88	.04	37.23	.03	36.00	.03	44.16	.04	1,711.32	1.44
[illegible]			258.50	.16			103.89	.06	149.25	.09	31.68	.02	54.16	.03	2,258.05	1.37
[illegible]			206.21	.19			54.47	.05	134.98	.12	33.57	.03	.20		1,783.80	1.65
[illegible]			302.49	.18			58.18	.04	38.07	.02	26.25	.02	3.88		2,298.47	1.42
[illegible]			89.52	.15			9.85	.01	73.76	.12	34.64	.06			733.21	1.20
[illegible]			216.81	.20			80.76	.07	142.80	.14	35.55	.03	8.44	.01	1,995.96	1.84
[illegible]			467.22	.39			206.52	.17	84.56	.07	16.26	.01			2,178.65	1.81
[illegible]			870.45	.52			57.98	.03	109.64	.06	30.62	.02	43.63	.03	3,275.49	1.92
[illegible]			82.57	.26					7.68	.02	23.71	.08	4.20	.01	473.50	1.50
[illegible]			62.38	.11			2.50		23.58	.04	19.41	.03	2.23		759.52	1.33
[illegible]			207.16	.15			139.67	.10	141.31	.10	31.89	.02	6.10		2,146.43	1.50
[illegible]			499.37	.25			20.33	.01	153.65	.08	112.34	.06			3,759.89	1.89
[illegible]			468.57	.44			51.59	.04	86.26	.08	16.27	.02	4.88		1,907.35	1.78
[illegible]			222.83	.17			73.94	.05	103.94	.08	26.19	.02	1.60		2,041.66	1.57
[illegible]			139.91	.13					38.07	.04	23.83	.02	14.60	.01	1,484.70	1.41
[illegible]			142.56	.16			2.88		91.89	.10	15.27	.02	2.70		1,326.25	1.44
[illegible]			268.13	.17			84.56	.05	154.97	.09	34.16	.02	74.73	.04	2,501.51	1.57
[illegible]			421.86	.26					101.38	.06	37.56	.02	10.20		3,049.50	1.82
[illegible]			99.87	.17					25.14	.04	7.43	.01	58.36	.10	981.20	1.66
[illegible]			352.91	.18			94.13	.05	163.07	.08	19.57		71.18	.03	3,132.95	1.56
[illegible]			73.00	.17					16.80	.03	20.11	.05	10.50	.02	542.79	1.28
[illegible]			118.79	.13			31.92	.03	35.07	.04	36.26	.04	2.40		994.19	1.08
[illegible]			248.53	.21			86.76	.07	136.26	.11	33.29	.04			1,841.79	1.55
South Market Street			119.38	.13					130.97	.14	40.50	.04			1,523.08	1.60
South Tenth Street			236.19	.26			52.45	.06	121.74	.13	30.03	.03	5.42		1,590.01	1.73
South Tenth Street Annex (Blum St.)															34.11	.50
Summer Avenue			168.47	.26			8.80	.01	99.36	.15	8.30	.01	27.86	.04	961.98	1.47
[illegible] Place			43.17	.15					15.31	.05	4.36	.02			371.82	1.26
[illegible] Avenue			122.11	.14			12.80	.01	75.17	.09	27.55	.03	23.64	.03	1,436.18	1.60
Walnut Street			33.48	.12							6.49	.02			322.57	1.13
Warren Street			79.80	.09					15.40	.02	23.95	.03	4.30		702.58	.79
Washington Street			167.36	.23			9.60	.01	48.80	.06	37.56	.05	47.89	.07	1,234.84	1.69
Waverly Avenue			95.23	.18					.97		26.46	.05	2.55		620.76	1.18
Webster			258.03	.21			.40		61.82	.05	33.51	.03	57.28	.05	2,048.47	1.63
West Side	134.22	.08	839.95	.45	463.68	.25	301.48	.16	231.37	.13	40.68	.02	78.48	.04	4,052.67	2.19
Vocational			Wood Working		Iron Working											
Boys'	134.22	.80	428.56	2.55	370.04	2.20							215.26	1.29	1,884.68	11.21
Girls'							50.91	.52			1.72	.02	134.33	1.38	294.55	3.03
Cooperative Salesmanship													6.00	.35	22.44	1.32
Special	Food		Manual Training													
Academy Street Ungraded			10.36	.69							1.80	.12	3.32	.22	16.48	1.09
Ungraded No. 1	479.18	11.98	77.62	1.94			18.11	.45			6.58	.17			614.21	15.36
Ungraded No. 2	505.27	12.96	167.56	4.30			10.94	.28			1.56	.04	3.69	.10	700.88	17.98
Alyea Street Defective	183.08	3.00	204.01	3.34					135.69	2.22	3.41	.06	51.16	.84	985.94	16.16
Coe's Place Defective	779.07	7.71	732.72	7.25			9.65	.10	89.67	.89	18.08	.18	112.77	1.12	1,929.28	19.10
Robert Treat Defective	44.47	1.03	196.86	4.62			1.86	.04	2.19	.05	.78	.02	56.76	1.31	310.94	7.23
[illegible]	358.55	3.94	727.33	7.99			36.07	.40	53.90	.59	5.03	.06	297.95	3.27	1,784.61	19.61
School for the Deaf			104.50	1.38			31.25	.41	96.61	1.27	1.69	.02	259.59	3.41	1,240.35	16.32
Washington Street Blind			87.62	9.73							3.28	.36	20.90	2.32	246.83	27.41
Robert Treat Blind			37.66	5.38							1.72	.24	17.63	2.52	281.52	40.21
Camden Street Open Air	378.41	13.05									.24				401.15	13.83
[illegible] Open Air	350.11	12.07													352.81	12.16
[illegible] Avenue Open Air	1,677.62	34.95	13.09	.27			1.79	.04			63.85	1.33	54.88	1.14	2,592.18	54.00
[illegible] Open Air	409.64	14.13	1.60	.06							.48	.02	6.03	.21	417.95	14.41
[illegible] Street Open Air	65.36	2.18													65.36	2.18
Lafayette Open Air	265.91	8.86									1.50	.05			294.33	9.81
Lawrence Street Open Air	365.38	12.17	7.43	.25											385.05	12.83
[illegible] Open Air	348.50	12.02	4.86	.17											354.35	12.22
[illegible] Open Air	143.76	4.95											.25	.01	161.11	5.55
[illegible] Open Air	195.00	6.72	6.62	.23									.98	.03	231.91	7.99
[illegible] Street Open Air	160.54	5.54											3.75	.13	190.77	6.58
Class for Crippled Children																
SUMMER SCHOOLS																
High																
Barringer													57.25	.06	171.84	.18
Central C. & M. T.			59.04	.11					1.70				87.47	.16	577.93	1.08
Elementary					Printing											
Avon Avenue			156.67	.50					.50						215.33	.69
Bergen Street			73.35	.27			15.12	.06	21.50	.08	.54				174.97	.64
Bruce Street			30.87	.14					8.16	.04					76.95	.35
Burnet			59.60	.28			8.31	.04	18.04	.08	.18				125.85	.58
Camden Street			38.68	.14					7.30	.02					105.08	.39
Central Avenue			74.08	.25			14.08	.05	16.43	.06	1.40				147.98	.49
Cleveland			162.20	.26	81.18	.13	25.35	.04	127.72	.20	3.08	.01			498.91	.72
[illegible]			62.73	.31			34.81	.17	.88						126.98	.64
[illegible] Avenue			85.60	.34			49.30	.20	23.43	.09					236.71	.94
[illegible] Avenue			117.17	.52			15.28	.06	24.44	.11					225.76	1.00
[illegible]			101.46	.26			28.13	.07	75.30	.19					254.60	.65
[illegible] Place			87.33	.25			24.34	.06	78.52	.22					220.45	.62
[illegible] Street			42.33	.17					15.59	.06					78.56	.31
Hawthorne Avenue			72.69	.29			10.82	.04	15.82	.06	2.44	.01			139.76	.55
John Catlin			37.95	.29					.50						75.12	.58
Madison			111.84	.39			17.67	.06	16.35	.06					174.02	.61
Milford			43.58	.12			15.33	.04	44.96	.12					161.30	.46
Miller Street			69.75	.32			5.48	.02	14.60	.06					131.30	.59
Monmouth Street			39.70	.09					39.99	.09					138.68	.33
Morton Street			109.97	.22			9.40	.02	111.96	.23					322.63	.65
Robert Treat			111.80	.35			18.23	.06	45.96	.14					224.15	.70
South Street			32.41	.11			1.78		40.61	.14					91.38	.31
South Eighth Street			79.19	.34			11.96	.06	63.60	.27	.85				179.88	.77
South Tenth Street			81.46	.38			11.79	.06	14.10	.07					145.12	.67
Sussex Avenue			38.64	.18					45.06	.22					124.39	.60
Warren Street			34.86	.22					12.06	.08					73.84	.46
Washington Street			52.38	.28					41.75	.22	2.10	.01			139.18	.75
Webster			93.51	.37					13.74	.05					164.14	.65
West Side			87.23	.25					23.74	.07					159.10	.46
EVENING SCHOOLS																
High																
Bergen Street			142.26	.30			86.77	.18	141.66	.30			193.10	.40	803.21	1.67
Central C. & M. T.			254.50	.26	318.08	.32	356.78	.36					13.28	.01	1,187.20	1.20
East Side C. & M. T.			194.28	.41	69.97	.15	129.36	.27					2.74	.01	824.46	1.74
Franklin			39.51	.21			24.47	.13	37.57	.19			160.92	.86	327.80	1.74
Morton Street			81.42	.24			52.86	.16	37.77	.11					607.83	1.79
Robert Treat			67.33	.17			25.12	.06	39.15	.10			315.04	.77	718.63	1.75
Barringer Gymnasium																
Elementary	Electric Work															
[illegible] Avenue			6.91	.06			35.75	.28	[illegible]	[illegible]					166.47	1.33
Belmont Avenue							16.81	.05	43.83	.13			13.00	.04	115.59	.34
[illegible]							28.30	.32					28.05	.32	91.35	1.04
Central Avenue			19.43	.07			13.72	.05	4.51	.02					104.46	.39
Cleveland	3.69	.01	29.52	.08			22.47	.06	24.03	.06					264.83	.68
Franklin							5.85	.04					80.00	.49	108.37	.65
Hamburg Place			60.03	.26			18.54	.08	2.75	.01					115.00	.49
Lafayette			19.44	.05			93.20	.24	43.18	.11					322.82	.84
McKinley			34.46	.12					43.59	.15					235.35	.80
Morton Street							19.66	.10					110.00	.54	225.41	1.11
Newton			6.05	.03					45.74	.16					132.42	.48
Robert Treat							55.60	.35							55.60	.35
South Street			136.46	.75			27.47	.15	3.74	.02					180.42	.99
South Eighth Street							19.35	.15	3.39	.03					60.10	.45
South Tenth Street			13.43	.05			25.35	.10	4.56	.02					166.62	.64
Washington Street			27.03	.13					42.75	.21					109.99	.54
Madison Gymnasium																
Vocational			Wood Working													
Boys'	85.69	.26	87.71	.64	85.88	.62							26.35	.19	314.03	2.29
Fawcett School of Industrial Arts													54.55	.07	804.31	1.06
Special																
School for the Deaf															26.45	1.02
SPECIAL ACTIVITIES																
[illegible]															2,510.56	.29
[illegible]															23.17	
TOTALS BY CLASSIFICATION																
DAY SCHOOLS																
High	3,820.59	.74	2,924.05	.57	1,547.40	.30	455.52	.09	231.16	.05	32.91	.01	744.22	.15	31,826.24	6.21
Elementary	205.85		12,437.73	.22	507.59	.01	2,728.84	.05	4,051.24	.07	1,461.10	.03	[illegible]	[illegible]	[illegible]	1.60
Vocational	134.22	.48	428.56	1.52	370.04	1.31	50.91	.18			1.72	.01	355.59	1.26	2,201.62	7.81
Special	6,709.85	7.92	2,381.84	2.81			109.67	.13	378.06	.45	110.00	.13	889.66	1.05	13,557.98	16.01
Summer High			59.04	.04					1.70				144.72	.10	749.77	.51
Summer Elementary			2,189.98	.26	81.18	.01	317.23	.04	964.53	.12	10.59				4,932.07	.59
EVENING SCHOOLS																
High			779.30	.27	388.05	.13	675.36	.23	256.15	.09			685.08	.23	4,464.13	1.53
Elementary	3.69		352.76	.09			382.07	.10	304.35	.08			231.05	.06	2,454.30	.65
Vocational	85.69	.04	87.71	.10	85.88	.09							80.90	.09	1,118.34	1.25
Special															26.45	1.02
SPECIAL ACTIVITIES															2,533.73	
Grand Totals	$10,909.89		$21,641.82		$2,980.14		$4,719.60		$6,187.69		$1,616.32		$4,508.68		$153,476.23	

FINANCIAL REPORT

OF THE

BOARD OF EDUCATION

NEWARK, N. J., July 25, 1918.

The Secretary respectfully reports the following annual statement of the receipts and expenditures of the Board of Education for the year beginning July 1, 1917, and ending June 30, 1918:

CURRENT EXPENSE ACCOUNT.

RECEIPTS.

STATE.		
Appropriations	$1,151,717.38	
Railroad Tax	480,068.28	
Vocational	36,967.76	
Manual Training	4,087.50	
		$1,672,840.92
MUNICIPAL.		
Balance from June 30, 1917	$1,310,208.59	
Tax Ordinance	2,053,211.00	
Interest	26,892.11	
Cash deposited with Custodian.	15,892.63	
Interest on Bequest	240.00	
Truancy Fines	15.00	
		$3,406,459.33
Total		$5,079,300.25

EXPENDITURES.

	Appropriations	Expenditures	Balances
ADMINISTRATION			
Secretary's Dept.	$ 18,206.31	$ 17,763.71	$ 442.60
Legal Services	3,500.00	3,500.00	
Department of Supplies	34,798.02	34,798.02	
Department of Repairs	21,871.99	21,871.99	
City Superintendent's Department	45,961.45	36,791.70	9,169.75
Department of Attendance	27,166.89	25,270.50	1,896.39
Other Expenses	6,697.75	6,697.75	
Total	$ 158,202.41	$ 146,693.67	$ 11,508.74
INSTRUCTION			
Teachers' Salaries	$2,751,742.58	$2,673,276.87	$ 78,465.71
Text Books	41,157.11	41,157.11	
Apparatus	15,339.50	15,339.50	
Instruction Supplies	117,012.50	117,012.50	
Other Expenses	23,793.00	23,711.02	81.98
Total	$2,949,044.69	$2,870,497.00	$ 78,547.69
OPERATION			
Janitors' Salaries	$ 189,393.61	$ 189,393.61	
Janitors' Supplies	6,153.53	6,153.53	
Fuel	89,678.34	89,678.34	
Water	11,827.98	6,832.76	$ 4,995.22
Light and Power	32,121.44	25,320.67	6,800.77
Other Expenses	10,500.00	8,779.61	1,720.39
Total	$ 339,674.90	$ 326,158.52	$ 13,516.38
MAINTENANCE			
Repairs to Buildings	$ 98,847.61	$ 98,847.61	
Repairs and Replacements	17,164.29	17,164.29	
Ordinary Supplies	4,739.21	4,668.18	$ 71.03
Insurance	3,096.97	1,522.09	1,574.88
Other Expenses	585.89	585.89	
Total	$ 124,433.97	$ 122,788.06	$ 1,645.91
AUXILIARY AGENCIES			
Department of Medical Inspection	$ 49,570.31	$ 49,516.35	$ 53.96
Libraries	8,018.02	8,018.02	
Transportation of Pupils	2,680.00	2,676.05	3.95
Food for Special Schools	11,252.73	11,252.73	
Food Conservation	3,931.98	3,931.98	
Total	$ 75,453.04	$ 75,395.13	$ 57.91
MISCELLANEOUS			
Leasing of School Buildings	$ 1,900.00	$ 700.00	$ 1,200.00
Other Expenses	750.00	610.63	139.37
Total	$ 2,650.00	$ 1,310.63	$ 1,339.37
CAPITAL OUTLAY			
Land	$ 80,915.09	$ 15,690.00	$ 65,225.09
New Buildings	1,005,198.32	414,863.73	590,334.59
Alterations and Impts. to Buildings	72,800.00	56,467.41	16,332.59
Equipment of New Buildings	12,060.56	12,060.56	
Equipment of Old Buildings	44,427.09	22,125.99	22,301.10
Equipment of Departments	791.39	791.39	
Construction Department—Salaries	21,483.07	21,483.07	
Construction Department—Supplies	2,149.26	2,149.26	
Total	$1,239,824.78	$ 545,631.41	$694,193.37

SUMMARY.

	Appropriations	Expenditures	Balances
Administration	$ 158,202.41	$ 146,693.67	$ 11,508.74
Instruction	2,949,044.69	2,870,497.00	78,547.69
Operation	339,674.90	326,158.52	13,516.38
Maintenance	124.433.97	122.788.06	1,645.91
Auxiliary Agencies	75,453.04	75,395.13	57.91
Miscellaneous	2,650.00	1,310.63	1,339.37
Capital Outlay	1,239,824.78	545,631.41	694,193.37
Total	$4,889,283.79	$4,088,474.42	$800,809.37
UNAPPORTIONED			
(Current Expenses)	190,016.48	....	190,016.46
Grand Total	$5,079,300.25	$4,088,474.42	$990,825.83

	Appropriations	Expenditures	Balances
Current Expenses	$3,969,554.51	$3,634,288.36	$335,266.15
Construction	1,109,745.74	454,186.06	655,559.68
	$5,079,300.25	$4,088,474.42	$990,825.83

CONSTRUCTION ACCOUNT.

RECEIPTS.

Balance from June 30, 1917	$1,090,598.89	
Interest	17,346.85	
Cash deposited with Custodian	1,800.00	
		$1,109,745.74

EXPENDITURES.

BUILDINGS.

	Appropriations	Expenditures	Balances
Construction Department—Salaries	$ 21,483.07	$ 21,483.07	
Construction Department—Supplies	2,149.26	2,149.26	
Speedway Avenue School House	37,941.14	37,941.14	
Madison School House Addition	83,768.16	71,483.58	$ 12,284.58
Fifteenth Avenue School House Addition	180,578.29	161,183.36	19,394.93
East Side C. & M. T. High School House Addition	133,285.49	126,798.73	6,486.76
John Catlin School House Addition	4,926.13	4,926.13	
Oliver Street School House Addition	12,099.76	12,099.76	
Milford School House Addition	100.00	100.00	
Hawkins Street School House Addition	243,058.52	331.03	242,727.49
Charlton Street School House Addition	152,588.66		152,588.66
Boys' Vocational School (New)	133,417.17		133,417.17
Camden Street School (Toilets)	3,000.00		3,000.00
Fawcett Sch. of Ind. Arts (Alterations)	2,000.00		2,000.00
Unapportioned	18,435.00		18,435.00
	$1,028,830.65	$ 438,496.06	$590,334.59

LAND.

	Appropriations	Expenditures	Balances
Hawkins St. School (Additional Ground)	$ 21,945.00	$ 15,040.00	$ 6,905.00
Alexander St. School (Additional Ground)	1,314.84	600.00	714.84
South Tenth St. School (Additional Ground)	10,931.50		10,931.50
Hawthorne School District Site	4,338.69		4,338.69
Open Air School (New Site)	20,000.00		20,000.00
Ungraded School (New Site)	10,000.00		10,000.00
Franklin School (Additional Ground)	20.00	20.00	
Abington Av. School (Additional Ground)	25.00	25.00	
Lincoln School (Additional Ground)	5.00	5.00	
Unapportioned	12,335.06		12,335.06
	$ 80,915.09	$ 15,690.00	$ 65,225.09
Buildings	$1,028,830.65	$ 438,496.06	$590,334.59
Land	80,915.09	15,690.00	65,225.09
Total	$1,109,745.74	$ 454,186.06	$655,559.68

R. D. ARGUE, *Secretary.*

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

JUNE 30, 1918.

Name of School House	Sites	Buildings	Furniture and Equipm't	Total
Normal School (new)	$ 90,000	$ 268,000	$ 16,500	$ 374,500
Barringer High	82,000	285,000	33,300	400,300
Central C. & M. T. High	66,600	585,600	74,000	726,200
East Side C. & M. T. High	43,000	393,000	56,200	492,200
South Side High	52,000	365,000	45,000	462,000
West Side High	50,000	....	....	50,000
Abington Avenue	13,200	160,000	11,000	184,200
Alexander Street	9,600	62,000	3,300	74,900
Avon Avenue	20,000	191,000	7,500	218,500
Belmont Avenue	48,000	250,000	9,000	307,000
Bergen Street	35,000	164,000	7,500	206,500
Berkeley	12,800	105,000	6,000	123,800
Bruce Street	21,000	50,000	3,500	74,500
Burnet	25,000	275,000	12,000	312,000
Camden Street	20,000	59,000	3,400	82,400
Carteret	12,000	170,000	8,500	190,500
Central Avenue	31,200	154,000	9,100	194,300
Charlton Street	32,000	100,000	5,000	137,000
Chestnut Street	22,000	51,000	3,600	76,600
Cleveland	22,000	255,000	15,000	292,000
Dayton	3,000	2,500	300	5,800
Elizabeth Avenue	23,000	12,800	1,000	36,800
Elizabeth Avenue District	28,800	....	....	28,800
Eliot	20,400	100,000	4,000	124,400
Fourteenth Avenue	30,000	118,000	4,000	152,000
Franklin	24,500	145,000	5,500	175,000
Garfield	16,500	155,000	9,500	181,000
Hamburg Place	24,000	170,000	7,500	201,500
Hawkins Street	20,800	53,000	2,800	76,600
Hawthorne	22,000	199,000	9,500	230,500
Hawthorne Avenue District	11,275	....	....	11,275
John Catlin	20,100	205,000	9,800	234,900
Joseph E. Haynes	50,000	300,000	9,000	359,000
Lafayette	25,000	265,000	15,500	305,500
Lawrence Street	30,000	45,000	1,800	76,800
Lincoln	10,800	75,000	3,000	88,800
Madison	18,000	245,000	9,100	272,100
McKinley (old)	19,300	105,500	5,500	130,300
McKinley (new)	35,000	119,000	4,500	158,500
Milford	26,000	200,000	6,300	232,300
Miller Street	27,400	205,000	10,500	242,900
Monmouth Street	10,000	60,000	4,000	74,000
Montgomery	27,000	145,000	7,000	179,000
Moses Bigelow	40,550	254,000	11,500	306,050
Newton	40,300	295,000	18,500	353,800
Parker Street	24,000	....	....	24,000
Ridge	15,000	115,500	5,000	135,500
Robert Treat	48,500	276,000	11,000	335,500
Roseville Avenue	13,200	30,500	1,600	45,300
Sixteenth Ward Site (Avon Avenue)	18,000	....	....	18,000
South Street	12,000	51,000	3,000	66,000
South Eighth Street	24,000	144,000	5,000	173,000
South Market Street	20,000	58,000	3,000	81,000
South Tenth Street	34,750	45,000	3,600	83,350
Southern Section (Maple Avenue)	14,500	....	....	14,500
Speedway Avenue	19,800	77,000	2,200	99,000
State Street	15,000	19,000	1,500	35,500
Summer Avenue	10,000	48,000	2,500	60,500
Summer Place	7,000	31,500	1,200	39,700
Sussex Avenue	24,000	53,000	3,000	80,000
Walnut Street	7,500	7,000	1,200	15,700

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE—*Continued*

NAME OF SCHOOL	Sites	Buildings	Furniture and Equipm't	Total
Warren Street	14,000	137,000	5,500	156,500
Washington Street	57,000	76,000	4,800	137,800
Waverly Avenue	13,500	50,000	2,800	66,300
Webster	17,000	148,000	5,500	170,500
West Side	23,200	195,000	11,000	229,200
Ungraded School No. 1 (West)	10,000	16,300	1,000	27,300
Ungraded School No. 2 (East)	4,000	17,100	1,000	22,100
Open Air	1,000	3,300	600	4,900
Fawcett School of Industrial Arts	36,000	19,000	1,000	56,000
Boys' Vocational (old)	2,000	10,000	7,000	19,000
Boys' Vocational (new)	25,000	....	....	25,000
Girls' Vocational	40,000	48,000	7,300	95,300
Alyea Street (Defective)	7,000	10,000	1,000	18,000
Coe's Place (Defective)	5,000	20,000	2,000	27,000
Market Street (Medical Inspection Department and Clinic)	80,000	18,000	2,000	100,000
Physical Training Field	55,000	5,000	5,000	65,000
Marshall Street (shop)	9,000	5,000	1,500	15,500
	$2,017,075	$9,149,600	$592,300	$11,758,975

FINANCIAL STATISTICS

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1918, AND SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES

NAMES OF SCHOOLS	ORDINARY EXPENSES												EXTRAORDINARY EXPENSES			Grand Totals
	SALARIES		Text Books and Educational Supplies	MISCELLANEOUS SUPPLIES					Rents and Insurance	Repairs	Repairs and Replacements	Totals	Repairs	Furniture and Equipment	Totals	
	Teachers	Janitors		Printing	General Supplies	Fuel	Light and Power	Water								
DAY SCHOOLS																
Senior High																
Barringer	[illegible]	$ 6,793.50	[illegible]	[illegible]	[illegible]	[illegible]	$2,390.76	$ 141.60		$3,575.87	$ 731.03	$153,698.01	$ 473.13	$ 662.25	$1,135.56	$154,833.57
Central C. & M. T.	[illegible]	12,509.50	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	993.75	[illegible]	3,461.07	3,355.29	6,816.36	[illegible]
East Side C. & M. T.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	130.07	[illegible]		[illegible]	643.77	[illegible]	468.50	6,208.39	6,676.89	[illegible]
South Side	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	90.14	217.57		2,292.52	167.91	[illegible]	382.05	1,769.67	2,151.72	[illegible]
Junior High																
Cleveland	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]					25,810.87				25,810.87
Madison	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]					29,579.67		75.81	75.81	29,655.48
Robert Treat	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	25.49				12.00	25,697.48		10.35	10.35	[illegible]
Elementary																
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	606.31	56.21		1,093.25	[illegible]	58,566.71	188.35	11.70	200.05	58,766.76
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	63.67	44.76		[illegible]	[illegible]	30,946.37	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	517.78	[illegible]		[illegible]	357.32	54,130.25	[illegible]	9.36	99.63	54,229.88
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	771.97	35.93		1,756.86	[illegible]	[illegible]	[illegible]	[illegible]	442.89	71,790.41
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	765.59	134.91		[illegible]	66.61	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	275.35	49.50		[illegible]	[illegible]	32,878.84	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	691.47	57.48	27.68		[illegible]	[illegible]	[illegible]	1,242.06	25.68	1,267.74	12,916.80
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	443.13	135.40	$ 116.31	[illegible]	86.81	[illegible]	[illegible]		[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	33.49	65.59		1,180.87	[illegible]	[illegible]	[illegible]	7.27	167.28	37,322.18
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	391.21	55.36	216.85	[illegible]	[illegible]	42,378.46	583.22	606.13	1,189.35	43,567.81
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	446.60	58.11		973.26	56.96	49,024.03	[illegible]	138.65	2,241.03	51,265.06
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	273.94	27.67		1,099.33	[illegible]	[illegible]	270.36	51.50	321.86	[illegible]
[illegible]	[illegible]	1,817 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	35.01	55.34		665.49	31.44	29,354.40	41.04	47.44	88.48	29,442.88
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,069.59	84.91		[illegible]	487.33	67,749.07	[illegible]	578.78	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	176.60	4.50		[illegible]	[illegible]	8,285.12	[illegible]	6.40	284.40	8,569.52
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		65.18		1,022.60	[illegible]	37,384.17	[illegible]	73.47	687.55	38,071.72
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	20.72	80.76		[illegible]	8.15	9,585.68	921.66	6.40	928.06	10,513.74
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	286.87	17.67		[illegible]	[illegible]	41,804.39	341.48	70.75	412.23	42,216.62
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	583.55	30.75		1,597.06	[illegible]	58,474.18	272.37	12.52	284.89	58,759.07
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	493.09	105.42		1,290.61	57.14	[illegible]	[illegible]	99.46	238.01	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	397.56	87.57		987.88	101.24	[illegible]	[illegible]	100.82	125.17	51,327.43
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	65.11	28.40		[illegible]	141.84	22,696.99	20.45	1.44	21.89	22,718.88
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	294.16	71.81	142.19	[illegible]	74.08	44,759.78		86.61	86.61	44,846.39
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	589.93	93.50	437.85	4,988.28	299.87	68,721.11	1,020.50	1,390.81	[illegible]	71,132.42
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	79.20	157.71		1,064.80	333.20	[illegible]	68.20	357.20	425.40	63,875.30
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	220.58		[illegible]	230.75	72,178.47	[illegible]	256.31	280.81	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	56.12	118.42		720.93	12.32	15,072.92	50.00	51.04	101.04	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	83.74	32.17		236.02	7.23	20,707.57	[illegible]	40.83	61.13	20,768.70
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	271.90	8.74		1,349.42	200.21	48,907.05	[illegible]	2,155.90	3,764.29	52,671.34
[illegible]	[illegible]	5,154.67	[illegible]	[illegible]	[illegible]	[illegible]	1,343.32	340.23		3,187.81	753.14	102,032.90	[illegible]	2,027.61	10,699.42	112,732.32
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	908.44	50.96		3,374.71	268.91	44,605.19	163.00	148.03	311.03	44,916.22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	483.06	72.13		4,453.99	379.86	55,229.14	289.74	190.92	480.66	55,709.80
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	110.68	28.05		2,048.21	65.15	37,741.33	1,989.10	20.50	2,009.60	39,750.93
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	330.65	54.26		1,889.33	417.98	36,575.39	111.75	44.08	155.83	36,731.22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	246.55	17.93		1,320.01	1,362.96	40,683.36	1,450.79	3,910.20	5,360.99	46,044.35
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,890.17	532.96	225.56		2,019.02	39.12	69,586.74	536.48	116.97	653.45	70,240.19
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	215.74	145.79		879.90	9.03	24,439.12	56.28	98.62	154.90	24,594.02
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	859.13	99.36		4,831.52	899.48	73,567.11	681.95	1,715.25	2,397.20	75,964.31
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	23.52	19.34		334.65	80.29	17,237.09		125.00	125.00	17,362.09
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	655.66	263.52	39.27		1,913.97	18.66	30,060.43	548.04		548.04	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,578.58	241.89	152.22		2,151.78	463.16	51,181.35	421.10	26.60	447.70	51,629.05
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	460.42	48.68		1,053.45	133.73	[illegible]	[illegible]	27.85	187.85	22,947.93
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	775.67	133.77	14.89		1,966.03	133.73	34,533.36	2,334.38	384.13	2,718.51	37,251.87
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	719.80	146.99	17.17	233.60	236.04		15,427.25	222.44	1,186.92	1,409.36	16,836.61
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	816.32	52.68	105.07		871.57	47.41	27,591.91	175.94	94.55	270.49	27,862.40
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	621.07	69.37	24.29		301.89	187.40	13,228.78	128.27	44.28	172.55	13,401.33
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	717.96	249.59	30.40		678.41	85.48	33,770.90	177.90	7.43	185.33	33,956.23
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	258.25	71.54	42.88		297.76	47.26	12,938.37	613.31	33.90	647.21	13,585.58
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,212.96	766.39	153.82		1,155.46	267.23	31,748.43	405.98	279.78	685.76	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	734.19	114.84	51.35		1,611.12	107.87	34,426.80	171.86	54.36	226.22	34,653.02
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,152.00	103.43	32.96		353.27	137.08	22,355.85	305.88	104.09	409.97	22,765.82
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,345.50	237.93	81.24		1,153.20	26.68	43,383.03	230.44	401.67	632.11	44,015.14
West Side	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,399.64	231.63	44.25	169.53	645.83	31.45	66,826.71	145.85	149.32	295.17	67,121.88
Vocational																
Boys	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	206.95	291.10	30.65		152.31	126.65	22,954.31		54.25	54.25	23,008.56
Girls	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	540.65	635.98	15.67		1,009.28	204.12	19,227.61	725.48	914.28	1,639.76	20,867.37
Class in Salesmanship	[illegible]		[illegible]									1,216.41				1,216.41
Special																
Academy Street Ungraded	[illegible]	[illegible]	54.22	[illegible]	[illegible]		135.28					2,140.70				2,140.70
Ungraded No. 1	[illegible]	[illegible]	646.54	[illegible]	[illegible]	204.32	18.87	15.60		93.22	84.50	6,379.85	14.50	7.31	21.81	6,401.66
Ungraded No. 2	[illegible]	[illegible]	662.49	[illegible]	[illegible]	270.22	28.81	11.24		102.41	72.00	6,223.98	7.00	35.35	42.35	6,266.33
[illegible]	[illegible]	[illegible]	949.73	[illegible]	[illegible]	188.60	72.92	9.06	3.13	288.66	1.25	8,556.31		4.80	4.80	8,561.11
[illegible]	[illegible]	[illegible]	1,910.45	[illegible]	[illegible]	395.01	3.69	20.69		148.40	115.45	14,483.60	846.95	111.74	958.69	15,442.29
[illegible]	[illegible]	[illegible]	404.72		[illegible]	32.70	15.75	2.39			3.00	4,074.54				4,074.54
[illegible]	[illegible]	[illegible]	2,297.07	[illegible]	[illegible]	318.65	145.11	10.79		321.75	242.59	15,079.06	1,418.08	196.56	1,614.64	16,693.70
[illegible]	[illegible]	[illegible]	580.57	[illegible]	[illegible]	50.87	4.85	1.46			64.75	3,507.12		215.73	215.73	3,722.85
[illegible]	[illegible]	[illegible]	1,677.15	[illegible]	[illegible]	168.50	15.21	7.75		99.99	382.64	19,612.17		164.06	164.06	19,776.23
[illegible]	[illegible]	[illegible]	14.11		[illegible]	6.54	3.15	.47				1,706.79		2.83	2.83	1,709.62
Washington Street Blind	[illegible]	[illegible]	309.33	[illegible]	[illegible]	8.82	1.23	.61			16.71	2,297.23				2,297.23
[illegible]	[illegible]		117.00	[illegible]		6.54	3.15	.47				1,637.13				1,637.13
[illegible] Open Air	[illegible]	[illegible]	588.31		[illegible]	25.43	.82	1.78			30.00	1,608.62				1,608.62
[illegible] Open Air	[illegible]	[illegible]	713.98		[illegible]	26.84	7.66	1.33				1,740.18				1,740.18
Elizabeth Avenue Open Air	[illegible]	[illegible]	2,820.69	[illegible]	[illegible]	95.94	92.11	17.31		260.02	10.55	7,273.19	17.00	20.25	37.25	7,310.44
Garfield Open Air	[illegible]	[illegible]	519.12		[illegible]	32.02	8.62	2.35				1,964.42				1,964.42
John Catlin Open Air	[illegible]	[illegible]	562.90		[illegible]	33.21	9.06	1.58			38.76	1,987.81				1,987.81
Joseph E. Haynes Open Air	[illegible]	137.74	497.26		[illegible]	59.81	14.61	2.80			4.73	1,981.79		8.50	8.50	1,990.29
Lafayette Open Air	[illegible]	[illegible]	753.80		[illegible]	22.67	10.14	3.66			18.53	1,947.54				1,947.54
Lawrence Street Open Air	[illegible]	[illegible]	567.12		[illegible]	5.32	5.36	1.29			13.88	1,951.51				1,951.51
McKinley Open Air	[illegible]	[illegible]	730.93	[illegible]	[illegible]	22.53	15.79	4.26			48.12	2,244.45		1.44	1.44	2,245.89
[illegible] Open Air	[illegible]	[illegible]	518.53		[illegible]	51.89	16.97	1.20			.25	1,703.09		7.93	7.93	1,711.02
[illegible] Open Air	[illegible]	[illegible]	357.84		[illegible]	32.08	8.24	1.72			1.99	1,784.98				1,784.98
South Market Street Open Air	[illegible]	[illegible]	494.80		[illegible]	63.60	24.57	2.84				2,023.07				2,023.07
Class for Crippled Children	[illegible]											1,026.01				1,026.01
School Museum	446.05											446.05				446.05
SUMMER																
High																
Barringer	5,248.23	[illegible]	[illegible]	[illegible]	[illegible]			94.04				5,761.79				5,761.79
Central C. & M. T.	3,685.00	[illegible]	[illegible]	[illegible]	[illegible]			30.49				4,413.75				4,413.75
Elementary																
Avon Avenue	1,652.75	[illegible]	[illegible]	[illegible]				18.60				2,050.72				2,050.72
Bergen Street	1,788.50	[illegible]	[illegible]	[illegible]				59.15				4,655.10				4,655.10
[illegible] Street	671.00	[illegible]	[illegible]	[illegible]				20.80				807.75				807.75
[illegible]	1,418.50	54.00	[illegible]	[illegible]				47.74				1,709.04				1,709.04
[illegible] Street	1,574.50	[illegible]	[illegible]	[illegible]				34.32				1,825.76				1,825.76
[illegible] Avenue	1,736.75	[illegible]	[illegible]	[illegible]	[illegible]			23.94				2,047.87				2,047.87
[illegible] Street	1,686.42	[illegible]	[illegible]	[illegible]				11.70				2,095.42				2,095.42
[illegible]	2,975.00	[illegible]	[illegible]	[illegible]	[illegible]			25.32				3,469.65				3,469.65
[illegible]	1,374.42	[illegible]	[illegible]	[illegible]				30.57				1,632.71				1,632.71
[illegible] Avenue	1,707.25	[illegible]	[illegible]	[illegible]				9.00				2,050.03				2,050.03
[illegible]	2,097.94	[illegible]	[illegible]	[illegible]				14.64				2,324.67				2,324.67
Hamburg Place	1,718.75	[illegible]	[illegible]	[illegible]				38.92				2,044.81				2,044.81
Hawkins Street	702.50	11.70	[illegible]	[illegible]				9.17				890.65				890.65
[illegible]	1,654.18	[illegible]	[illegible]	[illegible]				28.75				1,929.43				1,929.43
[illegible]	1,317.00	[illegible]	[illegible]	[illegible]				26.10				1,558.44				1,558.44
Joseph E. Haynes	1,904.75	[illegible]	[illegible]	[illegible]				68.75				2,406.08				2,406.08
[illegible]	1,629.75	[illegible]	[illegible]	[illegible]				4.04				1,869.20				1,869.20
[illegible]	1,713.00	84.20	[illegible]	[illegible]				21.99				2,035.97				2,035.97
Miller Street	1,364.75	[illegible]	[illegible]	[illegible]				22.38				1,609.07				1,609.07
[illegible] Street	[illegible]	[illegible]	[illegible]	[illegible]				16.71				1,974.06				1,974.06
[illegible]	1,365.75	[illegible]	[illegible]	[illegible]				8.38				1,631.55				1,631.55
Robert Treat	1,863.25	[illegible]	[illegible]	[illegible]				32.91				2,194.31				2,194.31
[illegible] Street	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			14.53				1,037.61				1,037.61
South [illegible] Street	1,562.00	[illegible]	[illegible]	[illegible]				60.44				1,908.87				1,908.87
[illegible] Street	1,228.00	[illegible]	[illegible]	[illegible]				6.22				1,494.98				1,494.98
[illegible] Avenue	[illegible]	[illegible]	141.21	[illegible]				13.03				1,461.46				1,461.46
Warren Street	1,044.25	22.00	[illegible]	[illegible]				70.86				1,247.21				1,247.21
Washington Street	[illegible]	47.00	[illegible]	[illegible]				16.67				1,094.17				1,094.17
Webster	[illegible]	[illegible]	[illegible]	[illegible]				53.76				2,117.66				2,117.66
West Side	1,908.75	[illegible]	[illegible]	[illegible]				16.65				2,303.62				2,303.62
EVENING SCHOOLS																
High																
Barringer Gymnasium	[illegible]	[illegible]				114.79	104.70	11.17				691.66				691.66
Central C. & M. T.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	82.94	39.65				15,629.80				15,629.80
East Side C. & M. T.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	71.27	37.32				9,139.83				9,139.83
Bergen Street	[illegible]	171.16	[illegible]	[illegible]		311.02	130.68	24.20				8,229.67				8,229.67
Franklin	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	49.56	3.03				[illegible]				[illegible]
Joseph E. Haynes	5,234.15	[illegible]	[illegible]	[illegible]		[illegible]	15.00	21.30				6,513.50				6,513.50
Robert Treat	[illegible]	[illegible]	[illegible]	[illegible]		189.72	85.53	12.94				6,969.94				6,969.94
Elementary																
Abington Avenue	1,189.00	66.33	[illegible]	11.78		151.38	77.07	7.91				1,613.18				1,613.18
Belmont Avenue	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	147.13	35.93				3,106.86				3,106.86
[illegible] Street	[illegible]	11.70	[illegible]	[illegible]	[illegible]	73.90	31.05	5.75				1,103.88				1,103.88
Central Avenue	1,325.00	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	70.74	10.07				1,943.68				1,943.68
[illegible]	2,648.50	[illegible]	[illegible]	[illegible]		301.58	214.31	60.21				3,600.72				3,600.72
Fawcett School of Industrial Arts	823.50											823.50				823.50
Franklin	[illegible]	56.19	[illegible]	24.34		77.92	33.46	2.05			2.85	1,864.89				1,864.89
Hamburg Place	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	193.38	40.35	11.79				1,904.54				1,904.54
Joseph E. Haynes	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	337.71	8.33	15.84				2,758.94				2,758.94
Lafayette	2,149.00	97.50	[illegible]	32.36		272.03	121.70	43.95				2,968.63				2,968.63
Madison Gymnasium	[illegible]	69.00				54.40	10.56	.38				468.34				468.34
McKinley	1,635.50	79.50	175.21	6.78	[illegible]	228.42	160.13	43.17				2,453.24				2,453.94
Newton	1,391.50	[illegible]	[illegible]	[illegible]	[illegible]	249.96	59.36	29.83				1,979.21				1,979.21
Robert Treat	[illegible]	58.80	[illegible]	[illegible]	[illegible]	98.82	47.35	7.19				2,312.97				2,312.97
[illegible] Street	1,144.50	66.00	[illegible]	[illegible]	[illegible]	136.72	51.68	8.29				1,589.00				1,589.00
South Eighth Street	1,014.00	61.12	[illegible]	[illegible]	[illegible]	168.47	24.77	17.00				1,454.31				1,454.31
South Tenth Street	[illegible]	[illegible]	172.66	13.51	[illegible]	218.49	35.68	4.17			8.50	2,442.37				2,442.37
Washington Street	1,181.00	67.14	[illegible]	10.61	[illegible]	308.76	43.34	21.60				1,748.66				1,748.66
Vocational																
Central C. & M. T.	4,101.75	[illegible]	[illegible]	4.50		[illegible]	21.11	19.82				5,690.42				5,690.42
East Side C. & M. T.	2,679.75	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	18.65				3,917.17				3,917.17
[illegible] Street	1,653.00	[illegible]	195.81	1.95		[illegible]	65.35	12.11				2,212.07				2,212.07
Franklin	96.00	[illegible]		.90		[illegible]	4.51	.27				[illegible]				[illegible]
Joseph E. Haynes	1,003.00	[illegible]		1.35		[illegible]	1.47	7.19				[illegible]				[illegible]
Robert Treat	2,479.50	[illegible]		1.20		[illegible]	42.96	6.50				[illegible]				[illegible]
Boys	2,933.75	[illegible]	491.95	85.79	[illegible]	[illegible]	325.36	23.31				[illegible]				[illegible]
Fawcett School of Industrial Arts	14,265.00	[illegible]	782.98	241.50	[illegible]	[illegible]	868.06	8.77	[illegible]	260.16	246.05	[illegible]	[illegible]	19.25	114.19	[illegible]
Class in Salesmanship	136.00											136.00				136.00
Special																
School for the Deaf	[illegible]	64.00				[illegible]	4.43	2.26				795.74				795.74
SPECIAL ACTIVITIES																
Social Centers	837.00	1,548.00										2,385.00				[illegible]
Lectures	[illegible]			229.80								9,285.80		677.16	677.16	[illegible]
Playgrounds	12,494.00	[illegible]		15.01	[illegible]			484.41				[illegible]				[illegible]
After School Playgrounds	2,498.00	120.00										2,618.00				[illegible]
Home and School Gardens	200.00											200.00				200.00
Americanization Classes	164.00											164.00				164.00
Physical Training Fund	1,176.00			8.41			6.40			770.00		1,961.71				[illegible]
TOTALS BY CLASSIFICATION																
DAY SCHOOLS																
High	[illegible]	[illegible]	[illegible]	2,051.05	[illegible]	[illegible]	2,710.10	[illegible]		[illegible]	[illegible]	598,919.61	[illegible]	[illegible]	[illegible]	[illegible]
Junior High	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	132.89				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Elementary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Vocational	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Special	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	3.13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Summer High	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]				10,175.54				[illegible]
Summer Elementary	[illegible]	[illegible]	5,706.96	243.69	[illegible]			[illegible]				54,862.08				[illegible]
EVENING SCHOOLS																
High	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	539.68	149.61				51,230.15				[illegible]
Elementary	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1,177.01	[illegible]			11.35	[illegible]				[illegible]
Vocational	[illegible]	[illegible]	2,784.16	[illegible]	[illegible]	[illegible]	1,365.45	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	19.25	114.19	[illegible]
Special	[illegible]	64.00				[illegible]	4.43	[illegible]				795.74				[illegible]
SPECIAL ACTIVITIES	26,495.50	2,352.00		[illegible]	[illegible]		6.40	484.41		770.00		[illegible]		677.16	677.16	[illegible]
	[illegible]	$185,484.11	$187,751.85	$7,538.08	$17,429.45	[illegible]	$25,281.72	$6,602.19	$2,019.11	$90,354.66	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES—1917-1918

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
DAY SCHOOLS													
Senior High													
Barringer	1,309	$100.02	$5.18	$ .31	$4.23	$ .60	$1.85	$1.83	$ .11	$2.73	....	$ .56	$112.56
Central C. & M. T.	1,781	92.10	7.07	.65	7.52	.92	1.71	.06	.06	1.55	....	.56	104.11
East Side C. & M. T.	583	147.56	13.48	.33	13.03	1.06	2.51	.22	.10	3.01	....	1.10	168.23
South Side	1,112	105.95	7.63	.27	4.61	.65	3.53	.08	.20	1.98	....	.15	123.89
Junior High													
Cleveland	585	36.00	1.65	.08	6.19	....	.15	.06	....	....	....	....	44.82
Madison	352	45.68	1.88	.04	10.45	....	.21	.21	....	....	....	....	59.36
Robert Treat	483	44.23	1.83	.05	6.53	....	.35	.05	....	....	....	.02	52.49
Elementary													
Abington Avenue	1,249	38.81	2.24	.09	3.25	.13	.86	.49	.05	.88	....	.10	41.86
Alexander Street	758	33.16	2.64	.07	2.18	.15	1.29	.08	.06	.92	....	.23	40.61
Avon Avenue	1,426	30.78	2.26	.04	1.88	.17	1.30	.36	.04	.88	....	.25	37.73
Belmont Avenue	1,678	34.85	2.29	.10	2.02	.21	1.38	.46	.02	1.03	....	.16	36.01
Bergen Street	1,501	29.79	2.32	.05	1.71	.21	1.15	.51	.09	1.20	....	.04	37.16
Berkeley	901	28.44	2.35	.05	1.37	.09	1.25	.31	.05	2.22	....	.36	36.12
Bruce Street	282	28.26	2.25	.06	1.37	.67	2.13	.20	.10	5.88	....	.37	41.27
Burnet	1,353	30.46	2.48	.04	1.88	.14	1.09	.33	.10	.89	.09	.06	37.43

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
Camden Street	1,072	28.71	1.88	.05	1.43	.30	.88	.03	.06	1.10	....	.22	34.70
Carteret	1,296	28.09	1.94	.05	1.83	.21	.93	.29	.05	1.36	.18	.21	34.70
Central Avenue	1,216	30.62	2.00	.07	1.99	.20	1.20	.34	.04	.74	....	.04	37.22
Charlton Street	1,460	31.06	1.80	.05	1.77	.18	1.38	.19	.02	1.15	....	.12	37.96
Chestnut Street	776	31.62	2.34	.07	1.40	.16	1.21	.04	.07	.86	....	.04	37.81
Cleveland	1,454	38.41	1.63	.15	3.27	.20	.91	.74	.06	.90	....	.30	45.94
Dayton	58	37.26	9.26	.41	2.75	.49	2.40	3.04	.08	.95	....	....	53.61
Eliot	949	31.09	2.98	.06	1.89	.31	1.74	....	.07	1.08	....	.19	39.56
Elizabeth Avenue	261	28.00	4.00	.09	1.03	.30	1.10	.08	.31	1.79	....	.03	36.71
Fourteenth Avenue	1,212	27.84	2.03	.06	1.75	.15	1.19	.24	.01	1.25	....	.05	34.34
Franklin	1,686	26.19	1.64	.05	1.54	.10	.70	.32	.02	.95	....	.22	31.53
Garfield	1,163	29.99	2.56	.05	1.94	.14	1.23	.42	.09	1.11	....	.05	37.45
Hamburg Place	1,540	27.71	1.91	.06	1.56	.09	.93	.21	.06	.64	....	.07	33.23
Hawkins Street	672	26.43	2.44	.06	2.00	.18	.98	.10	.04	1.33	....	.21	33.56
Hawthorne	1,127	31.73	2.39	.09	2.05	.18	1.76	.20	.06	1.07	.13	.07	38.70
John Catlin	1,712	31.07	1.78	.07	2.13	.20	1.15	.34	.05	2.91	.26	.18	39.97
Joseph E. Haynes	1,632	30.34	3.45	.05	1.76	.21	2.06	.05	.10	.65	....	.20	39.12
Lafayette	1,807	32.93	1.99	.09	1.99	.14	.76	.39	.12	1.41	....	.13	35.05
Lawrence Street	281	41.66	4.26	.08	2.12	.42	1.87	.20	.42	2.57	....	.04	53.45
Lincoln	557	30.62	2.89	.06	1.80	.22	.94	.15	.06	.42	....	.01	37.21
Madison	1,149	34.78	1.95	.09	2.55	.25	1.36	.24	.01	1.17	....	.17	42.85
McKinley	2,317	36.19	2.22	.06	2.18	.18	.78	.58	.15	1.38	....	.33	38.87
Milford	1,231	26.17	2.22	.08	2.01	.15	1.87	.74	.04	2.74	....	.21	35.89
Miller Street	1,389	30.17	2.31	.07	1.96	.16	1.21	.35	.05	3.21	....	.27	39.53
Monmouth Street	1,066	28.33	2.04	.05	1.74	.15	.98	.10	.03	1.92	....	.06	35.41
Montgomery	900	32.33	2.36	.07	1.65	.22	1.11	.33	.06	2.04	....	.46	40.39
Moses Bigelow	1,120	27.40	2.51	.08	1.56	.25	1.94	.18	.02	1.18	....	1.22	35.18
Newton	1,709	33.43	2.18	.05	2.09	.21	1.11	.31	.13	1.18	....	.02	36.26
Ridge	649	29.25	3.19	.08	1.84	.16	1.21	.33	.22	1.36	....	.02	37.58
Robert Treat	1,893	30.84	1.65	.08	1.78	.16	.82	.45	.05	2.55	....	.48	38.28
Roseville Avenue	431	33.60	2.71	.11	1.30	.25	.95	.05	.04	.78	....	.19	39.73
Sout hStreet	892	27,.25	1.99	.04	1.08	.10	.74	.30	.04	2.15	....	.02	33.64
South Eighth Street	1,217	33.90	2.40	.05	1.78	.21	1.25	.20	.13	1.77	....	.38	41.69
South Market Street	497	34.90	2.98	.09	2.97	.27	2.19	.93	.10	2.12	....	.25	45.58

South Tenth Street	923	30.63	2.04	.06	2.17	.21	.84	.14	.02	1.15	....	.14	37.31
Speedway	356	33.34	2.71	.09	2.63	.54	2.01	.41	.05	.66	.65	....	43.02
Summer Avenue	657	34.26	2.73	.05	1.90	.17	1.24	.08	.16	1.33	....	.07	41.88
Summer Place	317	32.13	3.82	.06	1.56	.36	1.97	.22	.08	.95	....	.59	41.52
Sussex Avenue	951	29.80	1.88	.08	1.80	.17	.75	.26	.03	.64	....	.09	35.43
Walnut Street	349	30.30	3.23	.06	1.29	.15	.74	.03	.12	.85	....	.14	36.72
Warren Street	979	25.11	2.29	.11	1.06	.21	1.27	.78	.16	1.18	....	.27	33.06
Washington Street	749	35.50	2.52	.07	2.14	.22	.98	.15	.07	2.15	....	.14	43.81
Waverly Avenue	634	27.36	2.47	.09	2.28	.25	1.82	.16	.05	.56	....	.22	35.14
Webster	1,141	30.90	2.22	.07	2.14	.20	1.18	.21	.07	1.01	....	.02	38.05
West Side	1,781	32.41	1.80	.05	1.75	.09	.79	.13	.02	.36	.10	.02	37.50
Vocational													
Boys'	163	112.32	4.13	.58	18.36	.48	1.27	1.79	.19	.93	....	.78	121.12
Girls'	118	111.69	13.07	.53	15.81	1.46	4.58	5.39	.13	8.55	....	1.73	161.80
Class in Salesmanship	8	151.10	....	.04	.91	....	....	....	....	....	....	....	135.80
Special													
Academy Street Ungraded	16	106.25	15.03	.26	3.39	.41	....	8.46	....	....	....	....	133.74
Ungraded No. 1	41	107.27	21.09	.11	15.77	1.20	4.98	.46	.38	2.27	....	2.06	140.99
Ungraded No. 2	38	109.34	21.90	.12	17.43	2.24	7.11	.76	.30	2.70	....	1.89	148.78
Alyea Street Defective	71	85.96	11.83	.14	13.38	1.28	2.66	1.03	.14	4.07	.04	.02	109.46
Coe's Place Defective	116	92.35	9.64	.11	16.47	1.01	2.80	.03	.18	1.28	....	1.00	116.25
Robert Treat Defective	45	74.62	4.95	....	8.99	.78	.73	.35	.05	....	....	.07	87.11
State Street Defective	110	95.28	10.08	.23	20.88	1.17	2.90	1.32	.10	2.93	....	2.20	125.51
Waverly Avenue Defective	28	93.72	6.22	.14	18.95	1.87	1.82	.17	.05	....	....	2.31	122.84
School for the Deaf	79	203.45	13.38	.42	21.23	1.24	2.13	.19	.10	1.27	....	4.84	234.87
Robert Treat Blind	9	178.62	8.25	.07	1.57	....	.73	.35	.05	....	....	....	189.38
Washington Street Blind	9	208.31	9.13	.35	34.37	.05	.98	.14	.07	....	....	1.86	231.21
Camden Street Open Air	29	27.70	5.27	....	20.29	.20	.88	.28	.06	....	....	1.03	34.39
Carteret Open Air	29	31.46	2.63	....	24.62	.06	.93	.26	.05	....	....	....	36.83
Elizabeth Avenue Open Air	47	53.28	26.65	.05	60.01	4.63	2.04	1.96	.37	5.53	....	.22	103.70
Garfield Open Air	26	49.11	3.52	....	19.97	1.31	1.23	.33	.09	....	....	....	55.59
John Catlin Open Air	29	42.15	3.58	....	19.41	.55	1.15	.31	.05	....	....	1.34	48.20
Joseph E. Haynes Open Air	29	42.90	4.40	....	17.15	1.06	2.06	.50	.10	....	....	.16	51.51
Lafayette Open Air	30	34.36	2.77	....	25.13	.83	.76	.34	.12	....	....	.62	41.72
Lawrence Street Open Air	30	41.24	3.63	....	18.90	.42	.18	.18	.04	....	....	.46	45.91
McKinley Open Air	29	41.98	4.46	....	26.20	1.63	.78	.54	.15	....	....	1.66	50.02
Milford Open Air	29	35.18	3.03	....	17.88	.22	1.79	.59	.04	....	....	.01	41.51
Montgomery Open Air	29	44.58	3.05	....	12.34	.07	1.11	.28	.06	....	....	.07	51.10
South Market Street Open Air	29	45.01	4.44	....	17.06	.11	2.19	.85	.10	....	....	....	52.70
Class for Crippled Children	23	44.61	....	....	....	....	....	....	....	....	....	....	44.61

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
SUMMER SCHOOLS													
High													
Barringer	844	6.22	.16	.03	.30	.01	....	....	.11	....	....	....	6.83
Central C. & M. T.	508	7.25	.22	.01	1.15	.01	....	....	.06	....	....	....	8.70
Elementary													
Avon Avenue	508	3.26	.12	.03	.60	....	....	....	.04	....	....	....	4.05
Bergen Street	658	2.72	.11	.01	.32	....	....	....	.09	....	....	....	3.25
Bruce Street	212	3.17	.10	.02	.43	....	....	....	.10	....	....	....	3.82
Burnet	477	2.97	.11	.03	.37	....	....	....	.10	....	....	....	3.58
Camden Street	561	2.81	.12	.01	.26	....	....	....	.06	....	....	....	3.26
Central Avenue	542	3.19	.13	.02	.39	.01	....	....	.04	....	....	....	3.78
Charlton Street	625	2.70	.12	.02	.36	....	....	....	.02	....	....	....	3.22
Cleveland	1,035	2.82	.11	.03	.36	.01	....	....	.02	....	....	....	3.35
Eliot	443	3.10	.12	.01	.40	....	....	....	.07	....	....	....	3.70
Fourteenth Avenue	617	2.77	.11	.02	.41	....	....	....	.01	....	....	....	3.32
Franklin	803	2.53	.09	.01	.25	....	....	....	.02	....	....	....	2.90
Hamburg Place	680	2.52	.10	.02	.31	....	....	....	.06	....	....	....	3.01
Hawkins Street	217	3.52	.05	.01	.48	....	....	....	.04	....	....	....	4.10
Hawthorne	451	3.66	.14	.01	.40	....	....	....	.06	....	....	....	4.27
John Catlin	478	2.76	.11	.01	.34	....	....	....	.05	....	....	....	3.26
Joseph E. Haynes	713	2.80	.12	.03	.33	....	....	....	.10	....	....	....	3.38
Madison	534	3.04	.12	.01	.34	....	....	....	.01	....	....	....	3.52
Milford	529	3.24	.16	.01	.41	....	....	....	.04	....	....	....	3.86
Miller Street	431	3.03	.12	.01	.50	....	....	....	.05	....	....	....	3.71
Monmouth Street	653	2.70	.10	.01	.19	....	....	....	.03	....	....	....	3.03
Moses Bigelow	523	2.59	.10	.01	.39	....	....	....	.02	....	....	....	3.11
Robert Treat	624	2.99	.12	.01	.35	....	....	....	.05	....	....	....	3.52
South Street	330	2.58	.10	.02	.41	.01	....	....	.04	....	....	....	3.16
South Eighth Street	483	3.24	.16	.01	.41	....	....	....	.13	....	....	....	3.95

South Tenth Street	388	3.16	.12	.01	.54	....	....	....	.02	....	....	....	3.85
Sussex Avenue	408	3.06	.13	.02	.35	....	....	....	.03	....	....	....	3.57
Warren Street	451	2.32	.07	.01	.21	....	....	....	.16	....	....	....	2.77
Washington Street	243	3.63	.19	.03	.59	....	....	....	.07	....	....	....	4.49
Webster	755	2.36	.09	.01	.28	....	....	....	.07	....	....	....	2.81
West Side	670	2.98	.11	.01	.32	....	....	....	.02	....	....	....	3.44
EVENING SCHOOLS													
High													
Barringer Gymnasium	62	6.32	1.11	....	....	....	1.85	1.69	.18	....	....	....	11.35
Central C. & M. T.	661	20.65	.54	.09	.20	.27	1.71	.13	.06	....	....	....	23.45
East Side C. & M. T.	312	23.70	.62	.10	1.34	.22	3.08	.23	.12	....	....	....	29.41
Bergen Street	271	25.89	.63	.06	2.06	....	1.15	.48	.09	....	....	....	30.45
Franklin	166	20.22	.83	.16	2.10	.12	.70	.30	.02	....	....	....	24.45
Joseph E. Haynes	222	23.58	.72	.12	2.72	....	2.04	.07	.10	....	....	....	29.94
Robert Treat	247	23.58	.78	.11	2.61	....	.73	.35	.05	....	....	....	28.22
Elementary													
Abington Avenue	176	6.76	.43	.07	.62	....	.86	.49	.04	....	....	....	9.27
Belmont Avenue	350	6.30	.26	.04	.12	.27	1.37	.42	.10	....	....	....	8.88
Bergen Street	64	12.98	.70	.11	1.00	.72	1.15	.49	.09	....	....	....	17.24
Central Avenue	230	5.76	.30	.06	.67	.12	1.19	.31	.04	....	....	....	8.45
Cleveland	436	6.07	.24	.04	.59	....	.69	.49	.14	....	....	....	8.26
Franklin	112	14.37	.50	.22	.52	....	.70	.30	.02	....	....	.02	16.63
Hamburg Place	208	6.70	.34	.06	.61	.26	.93	.19	.06	....	....	....	9.15
Joseph E. Haynes	164	12.92	.49	.10	.93	.18	2.06	.05	.10	....	....	....	17.29
Lafayette	361	5.95	.25	.09	.71	....	.75	.34	.12	....	....	....	8.21
Madison Gymnasium	50	6.68	1.38	....	....	....	1.09	.21	.01	....	....	....	9.37
McKinley	295	5.54	.27	.02	.59	.42	.77	.54	.15	....	....	....	8.30
Newton	227	6.13	.31	.08	.50	.22	1.10	.26	.13	....	....	....	8.73
Robert Treat	138	13.79	.43	.05	.49	.89	.72	.34	.05	....	....	....	16.76
South Street	186	6.15	.35	.14	.72	.11	.74	.28	.04	....	....	....	8.62
South Eighth Street	135	7.51	.45	.11	.75	.38	1.25	.18	.13	....	....	....	10.76
South Tenth Street	262	7.10	.33	.05	.66	.15	.83	.13	.02	....	....	.03	9.27
Washington Street	217	5.44	.31	.05	.47	.06	1.42	.20	.10	....	....	....	8.05
Vocational													
Central C. & M. T.	330	12.43	.77	.01	2.19	....	1.71	.06	.06	....	....	....	17.23
East Side C. & M. T.	156	17.18	.84	.01	3.76	....	2.96	.23	.12	....	....	....	25.10
Bergen Street	133	12.43	.96	.01	1.47	....	1.17	.49	.09	....	....	....	16.62

SCHOOLS	Enrollment	Teachers' Salaries	Janitors' Salaries	Printing	Text Books, etc.	Furniture and General Supplies	Fuel	Light and Power	Water	Repairs	Insurance and Rent	Repairs and Replacements	Totals
Franklin	15	6.40	.72	.06	....	....	.70	.30	.02	....	....	....	8.20
Joseph E. Haynes	73	1.37	1.00	.02	....	....	2.11	.02	.10	....	....	....	4.65
Robert Treat	123	20.16	.64	.01	....	....	.72	.36	.05	....	....	....	21.94
Boys' Vocational	114	25.73	1.16	.75	4.34	.29	2.38	2.85	.20	....	....	....	37.67
Fawcett School of Indus. Arts	639	23.61	1.63	.38	1.23	.31	.69	1.36	.01	.41	1.10	.39	29.16
Special													
School for the Deaf	24	28.17	2.67	....	....	....	2.04	.18	.09	....	....	....	33.15
SPECIAL ACTIVITIES													
Playgrounds	10,223	1.22	.07	.01	....	.06	....	....	.05	....	....	....	1.62
TOTALS BY CLASSIFICATION													
DAY SCHOOLS													
Senior High	4,785	104.24	7.47	.43	6.61	.79	2.27	.57	.11	2.15	....	.53	125.17
Junior High	1,420	41.20	1.77	.06	7.36	....	.23	.09	....	....	....	.01	50.72
Elementary	56,388	31.18	2.25	.07	1.91	.19	1.17	.31	.07	1.36	.02	.19	38.72
Industrial	289	113.13	7.67	.54	16.84	.87	2.59	3.21	.16	4.02	....	1.14	150.17
Special	950	85.40	9.52	.11	19.71	1.12	2.16	.70	.13	1.38	....	1.21	121.44
Summer High	1,352	6.61	.18	.02	.62	.01	....	....	.09	....	....	....	7.53
Summer Elementary	16,042	2.88	.11	.02	.36	....	....	....	.05	....	....	....	3.42
EVENING SCHOOLS													
High	1,941	22.09	.66	.10	1.40	.14	1.67	.28	.08	....	....	....	26.42
Elementary	3,611	7 41	.34	.07	.58	.19	1.00	.33	.09	....	....	....	10.01
Industrial	1,583	13.54	1.17	.21	1.76	.14	1.36	.86	.06	.16	.44	.16	24.86
Special	24	28.16	2.66	....	....	....	2.04	.18	.09	....	....	....	33.13
SPECIAL ACTIVITIES	10,233	1.22	.07	....	....	.06	....	....	....	....	....	....	1.35

FINANCIAL STATISTICS

EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT FOR THE YEAR 1918

SCHOOLS	Average Enrollment	APPROPRIATION ACCOUNTS										Library Equipment		Wood Working		Iron Working		Domestic Science		Domestic Art		Medical Inspection		Miscellaneous		Total	
		Text Books, Maps, etc.		Stationery		Paper		Laboratory Supplies		Miscellaneous																	
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY SCHOOLS																											
Senior High																											
Barringer	[illegible]	[illegible]	[illegible]	[illegible]	$ .54	$ 661.75	$ .51	$ 666.93	$ .51	$ 136.18	$ .10	[illegible]	$ .10					$ 190.12	$ .15	$ 70.14	$ .05	[illegible]	$ .01	$ 1,113.81	$ .85	$ 5,531.63	$ 4.24
Central C. & M. T.	1,781	[illegible]	2.87	775.80	.44	[illegible]	.82	985.02	.55	1,454.74	.82	[illegible]	.04					122.29	.07	34.16	.02	15.44	.01	3,306.67	1.85	13,320.61	7.48
East Side C. & M. T.	583	[illegible]	3.19	[illegible]	.87	[illegible]	1.17	415.95	.71	240.13	.41	[illegible]	2.24							175.74	.30	7.33	.01	2,404.78	4.12	7,596.86	13.02
South Side	1,112	[illegible]	[illegible]	[illegible]	.22	[illegible]	.37	466.31	.42	71.79	.06	819.15	.74					166.16	.15	32.48	.03	53.72	.05	954.91	.86	5,017.78	4.51
Junior High														Manual Training													
Cleveland	585	[illegible]	6.05	11.64	.02	[illegible]	.04			11.56	.02			2.66	.01									29.93	.05	3,620.69	6.19
Madison	352	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.33			57.02	.16							38.00	.11					28.56	.08	3,676.64	10.45
Robert Treat	483	[illegible]	5.30	144.75	.30	218.40	.45			64.64	.13			67.15	.14			36.23	.08	31.11	.06			33.13	.07	3,153.08	6.53
Elementary								Occupation and Kindgn. Material								Printing											
Abington Avenue	1,249	1,185.42	[illegible]	[illegible]	.26	[illegible]	.30	109.44	.09	373.17	.30			1,135.19	.91			170.37	.14	195.50	.16	[illegible]	.03	125.75	.10	4,018.06	3.22
[illegible] Street	758	473.96	.63	[illegible]	.16	[illegible]	.28	[illegible]	.03	234.42	.31			254.49	.34			51.37	.07	128.75	.17	[illegible]	.04	57.11	.08	1,589.75	2.10
Avon Avenue	1,435	[illegible]	.75	[illegible]	.12	[illegible]	.27	[illegible]	.03	302.27	.21			302.99	.21			11.81	.01	119.58	.08	[illegible]	.02	[illegible]	.06	[illegible]	1.83
Belmont Avenue	1,678	1,114.95	.66	[illegible]	[illegible]	[illegible]	.28	116.24	.07	379.00	.23			497.28	.30			128.94	.08	150.30	.09	60.42	.04	73.40	.04	[illegible]	1.98
Bergen Street	[illegible]	[illegible]	[illegible]	[illegible]	.09	[illegible]	.18	59.76	.04	387.78	.26			467.94	.31			162.86	.11	116.54	.08	40.56	.03	68.20	.05	2,496.88	1.66
Berkeley	[illegible]	[illegible]	.23	[illegible]	[illegible]	[illegible]	.33	48.70	.05	148.90	.17			249.53	.28					87.98	.10	42.10	.05	20.12	.02	1,158.90	1.29
Bruce Street	282	36.78	.13	[illegible]	.08	[illegible]	.24	88.71	.31	21.43	.08			102.37	.36					9.14	.03	[illegible]	.03	20.08	.07	385.75	1.37
Burnet Street	[illegible]	[illegible]	.65	[illegible]	.13	[illegible]	.24	[illegible]	.05	[illegible]	.17			[illegible]	.29			[illegible]	.04	[illegible]	[illegible]	[illegible]	.04	58.75	.04	2,484.15	1.84
Camden Street	[illegible]	[illegible]	.49	[illegible]	[illegible]	[illegible]	.13	41.23	.04	153.67	.14			249.24	.23			52.90	.05	48.39	.05	[illegible]	.06	27.77	.03	[illegible]	1.39
[illegible]	[illegible]	[illegible]	.53	[illegible]	[illegible]	[illegible]	.26	96.88	.08	277.39	.23			380.52	.32			69.07	.06	82.05	.08	64.75	.05	45.80	.04	[illegible]	1.74
Central Avenue	[illegible]	650.55	.49	167.77	.13	432.68	.33	58.39	.04	303.63	.23			581.75	.44			44.55	.03	115.71	.09	84.00	.06	66.84	.05	[illegible]	1.90
[illegible] Street	1,460	769.80	.53	136.59	.09	494.57	.34	207.99	.14	251.50	.17			430.58	.29			18.68	.01	79.43	.05	[illegible]	.03	58.00	.04	[illegible]	1.70
Charlton Street	776	228.59	.29	113.28	.15	141.26	.18	48.40	.06	151.48	.20			157.34	.20			64.92	.08	63.33	.08	[illegible]	.05	30.72	.04	1,040.33	1.34
Cleveland	[illegible]	1,075.01	.74	132.18	.09	533.63	.37	125.35	.09	644.28	.44			1,071.64	.74	121.12	.08	300.41	.21	245.50	.17	[illegible]	.04	194.86	.13	[illegible]	3.09
[illegible]	58	11.68	.20	3.97	.07	17.97	.31	24.55	.42	28.54	.49			54.13	.93					5.96	.10	7.80	.13	4.88	.08	159.48	2.75
Eliot	949	532.68	.56	124.32	.13	218.36	.23	63.28	.07	247.25	.26			318.83	.34			73.11	.08	97.47	.10	[illegible]	.03	32.02	.03	1,778.30	1.88
[illegible] Avenue	261	71.88	.28	10.95	.04	26.17	.10	11.72	.04	35.84	.14			85.03	.33							17.92	.07	7.80	.03	267.71	1.03
Fourteenth Avenue	1,212	954.29	.79	128.71	.11	265.10	.22	86.40	.07	162.10	.13			189.32	.16			44.00	.04	99.82	.08	86.66	.07	28.92	.02	2,045.22	1.69
Franklin	[illegible]	794.48	.47	200.74	.12	276.20	.16	90.64	.05	372.61	.22			445.82	.26			94.63	.06	138.71	.08	47.80	.03	45.70	.03	[illegible]	1.49
Garfield	1,163	683.36	.59	102.67	.09	319.53	.27	132.08	.11	278.35	.24			412.04	.35			62.96	.05	95.52	.08	22.46	.02	[illegible]	.05	2,169.27	1.87
Hamburg Place	1,540	767.76	.50	135.19	.09	329.58	.21	183.14	.12	304.05	.20	—Food—		403.73	.26			96.61	.06	95.37	.06	56.69	.04	55.17	.04	2,427.29	1.58
Hawkins Street	673	542.17	.81	76.24	.11	137.09	.20	56.02	.08	152.66	.23	110.50	.16	172.13	.26					57.48	.09	40.66	.06	57.10	.08	1,402.05	2.09
Hawthorne	1,127	656.82	.58	136.52	.12	354.16	.31	105.25	.09	328.08	.29			270.95	.24			72.08	.06	150.43	.13	46.28	.04	112.22	.10	2,232.74	1.98
John Catlin	1,712	1,484.22	.87	211.61	.12	382.95	.22	121.88	.07	412.35	.24			374.57	.22			181.02	.11	155.01	.09	74.10	.04	80.97	.05	3,478.68	2.03
Joseph E. Haynes	1,632	668.03	.41	185.17	.11	473.95	.29	111.72	.07	420.23	.26			625.89	.38			109.58	.07	96.49	.06	28.18	.02	28.13	.02	2,747.37	1.68
Lafayette	1,807	1,638.78	.91	226.27	.13	455.49	.25	112.69	.06	375.01	.21			446.61	.25			97.55	.05	156.23	.09	65.60	.04	14.95	.01	3,589.18	1.99
Lawrence Street	281	151.07	.54	32.35	.12	61.10	.22	46.44	.17	56.14	.20			107.98	.38			56.90	.20	6.89	.02	40.98	.15	35.00	.12	594.80	2.12
[illegible]	557	385.01	.69	54.36	.10	157.77	.28	15.64	.03	110.95	.20			142.10	.26					60.68	.11	35.67	.06	14.93	.03	977.35	1.75
Madison	1,149	772.99	.67	202.89	.18	423.83	.37	37.88	.03	319.45	.28			499.34	.43			219.60	.19	224.12	.20	30.54	.03	58.98	.05	2,784.62	2.42
McKinley	2,317	1,851.03	.80	344.47	.15	581.96	.25	282.85	.12	603.18	.26			849.00	.37			115.02	.05	160.28	.07	112.57	.05	144.92	.06	5,045.23	2.18
Milford	1,231	872.87	.71	113.54	.09	263.33	.21	57.81	.05	407.28	.33			474.67	.39			75.04	.06	90.96	.07	33.11	.03	48.68	.04	2,437.24	1.98
Miller Street	1,389	1,040.09	.75	132.04	.10	287.27	.21	66.18	.05	335.63	.24			336.28	.24			103.28	.07	120.42	.09	49.76	.04	25.73	.02	2,496.68	1.80
Monmouth Street	1,066	556.75	.52	126.96	.12	223.63	.21	97.54	.09	323.17	.30			252.78	.24					120.41	.11	32.40	.03	34.29	.03	1,768.13	1.66
Montgomery	900	448.89	.50	129.40	.14	193.20	.21	55.56	.06	238.67	.27			177.03	.20			29.45	.03	97.27	.11	33.42	.04	38.98	.04	1,441.87	1.60
Moses Bigelow	1,120	519.65	.46	120.65	.11	308.08	.28	38.76	.03	226.22	.20			238.96	.21			41.58	.04	145.34	.13	46.71	.04	34.08	.03	1,719.98	1.54
Newton	1,709	1,165.92	.68	383.87	.22	487.87	.29	134.32	.08	583.29	.34			513.01	.30					108.95	.06	76.11	.04	60.29	.04	3,513.63	2.06
Ridge	649	419.74	.65	76.66	.12	142.24	.22	34.39	.05	226.98	.35			146.35	.23			.75	.01	67.45	.10	20.44	.03	34.74	.05	1,169.69	1.80
Robert Treat	1,893	645.59	.34	204.98	.11	393.34	.21	156.37	.08	496.12	.26			778.49	.41			150.24	.08	224.11	.12	41.49	.02	103.09	.05	3,193.77	1.69
Roseville Avenue	431	196.29	.46	65.27	.15	98.74	.23	17.65	.04	29.12	.07			90.29	.21					14.51	.03	28.11	.07	15.30	.04	555.28	1.29
South Street	892	247.29	.28	99.61	.11	104.51	.12	91.83	.10	135.84	.15			161.58	.18			1.01	.01	48.15	.05	38.18	.04	9.52	.01	937.02	1.05
South Eighth Street	1,217	690.29	.57	158.44	.13	[illegible]	.30	59.06	.05	241.02	.20			282.84	.23			92.06	.08	117.21	.10	50.39	.04	22.10	.02	2,078.30	1.71
South Market Street	497	201.60	.41	40.80	.08	[illegible]	.40	52.08	.10	160.59	.32			149.88	.30					52.64	.11	44.75	.09	26.50	.05	929.25	1.87
South Tenth Street	883	695.39	.78	182.19	.20	208.64	.23	70.61	.08	289.51	.31			268.73	.30			60.40	.07	75.40	.08	58.48	.06	27.40	.03	[illegible]	2.10
Speedway	358	386.50	1.08	105.82	.30	45.73	.13	99.69	.28	98.84	.28			86.60	.24					51.29	.14	38.68	.11	11.21	.03	924.36	2.58
Summer Avenue	657	518.94	.79	74.69	.11	102.05	.16	29.36	.04	128.49	.20			218.83	.33			3.00	.01	89.69	.14	29.10	.04	1.75	.01	1,195.90	1.82
Summer Place	317	154.33	.49	15.04	.05	57.80	.18	31.45	.10	88.74	.28			90.57	.29			.46	.01	23.62	.07	13.48	.04	9.50	.03	484.99	1.53
Sussex Avenue	961	613.58	.64	145.19	.15	304.32	.32	37.43	.03	196.69	.21			199.45	.21			16.15	.02	144.54	.15	39.67	.04	17.46	.02	1,714.43	1.80
Walnut Street	349	166.30	.48	14.24	.04	61.35	.18	55.89	.16	37.94	.11			87.05	.25							26.16	.07	1.90	.01	450.83	1.29
Warren Street	979	208.85	.21	82.91	.08	187.09	.19	75.97	.08	194.27	.20			137.88	.14					19.54	.02	62.39	.06	54.82	.06	1,023.72	1.05
Washington Street	749	414.32	.55	142.42	.19	187.46	.25	45.35	.06	232.45	.31			267.39	.36			14.34	.02	156.44	.21	35.25	.04	69.43	.09	1,561.85	2.09
Waverly Avenue	634	527.37	.83	100.37	.16	113.13	.17	104.73	.17	228.24	.36			282.37	.45			6.84	.01	56.43	.09	23.97	.04			1,443.45	2.28
Webster	1,141	706.91	.62	177.51	.16	347.88	.30	64.37	.06	341.61	.30			473.37	.41					77.21	.07	99.09	.09	111.70	.10	2,399.65	2.10
West Side	1,781	1,112.28	.62	206.93	.12	317.47	.18	83.93	.05	421.23	.24			443.05	.25	75.01	.04	139.01	.08	244.58	.14	62.48	.04	18.89	.01	3,124.86	1.75
Vocational								Printing				Electrical Work		Wood Working		Iron Working											
Boys'	163	409.21	2.51	119.04	.73	326.49	2.00	425.55	2.61	101.31	.62	200.83	1.23	825.41	5.06	474.19	2.91							111.11	.01	2,993.14	18.36
Girls'	118	169.38	1.44	53.22	.45	90.25	.76			66.06	.56			14.50	.12			20.30	.17			7.52	.06	326.76	2.77	749.99	6.34
Class in Salesmanship	8			1.28	.16					6.00	.75															7.28	.91
Special								Occupation and Kindgn. Material				Food				Transportation											
Academy Street Ungraded	16	6.46	.40	3.20	.20	7.16	.45	.49	.03					33.05	2.07							1.02	.06	2.84	.18	54.22	3.39
Ungraded No. 1	41	12.98	.32	10.53	.26	10.43	.25			1.02	.02	501.21	12.22	67.93	1.66			6.70	.16	11.64	.28	11.40	.28	12.75	.31	646.54	15.76
Ungraded No. 2	38	6.91	.18	17.16	.45	25.21	.66			5.84	.15	491.13	12.92	54.26	1.43			12.48	.33			5.76	.15	43.79	1.15	662.49	16.16
Alyea Street Defective	71	11.48	.16	6.12	.09	3.41	.05	74.37	1.05	23.60	.33	325.05	4.58	66.03	.93	347.40	4.89	31.69	.45	16.74	.24	6.38	.09	37.51	.53	949.78	13.38
Coe's Place Defective	116	174.59	1.51	15.87	.14	22.78	.20	88.33	.76	2.65	.02	862.49	7.44	222.58	1.92	175.50	1.51	55.74	.48	158.66	1.37	22.17	.19	57.89	.50	1,859.25	16.03
Robert Treat Defective	45			.20	.01	3.00	.07	24.27	.54			151.18	3.36	210.72	4.68			7.49	.17	7.78	.17			.08	.01	404.72	9.01
State Street Defective	110	28.38	.26	24.77	.23	14.38	.13	462.83	4.21	18.86	.17	630.74	5.73	486.08	4.42	355.50	3.23	26.60	.24	42.94	.39	34.59	.31	134.42	1.22	2,260.09	20.55
Waverly Avenue Defective	28	184.51	6.59	31.23	1.12	20.73	.74	109.28	3.90	21.18	.76			144.01	5.14	2.70	.10			1.69	.06			15.26	.54	530.59	18.95
School for Deaf	79	464.39	5.88	56.17	.71	50.91	.64	14.02	.18	71.65	.91			146.42	1.85	664.20	8.41	2.99	.04	72.26	.91	7.18	.09	120.31	1.52	1,670.50	21.15
Robert Treat Blind	9	4.20	.47	.15	.02			1.65	.18													2.36	.26	5.75	.64	14.11	1.57
Washington Street Blind	9	3.00	.33	1.63	.18	56.47	6.27	3.55	.39	13.36	1.48			6.63	.74	198.70	22.08			8.27	.92	2.04	.23	15.68	1.74	309.33	34.37
Robert Treat Speech Cor.		3.50		1.00												112.50										117.00	
Camden Street Open Air	29											535.21	18.46			53.10	1.83									588.31	20.29
Carteret Open Air	29	25.16	.87			14.06	.48	.45	.02			661.75	22.82			9.90	.34					.54	.02	2.12	.07	713.98	24.62
Elizabeth Avenue Open Air	47	40.98	.87	12.34	.26	19.63	.42	10.42	.22	3.40	.07	1,870.24	39.79	1.66	.04	435.60	9.27	164.09	3.49	2.42	.05	63.49	1.35	196.42	4.18	2,820.69	60.01
Garfield Open Air	26											514.88	19.80									4.24	.16			519.12	19.96
John Catlin Open Air	29	4.78	.16	.98	.03					.22	.01	550.97	19.00							5.95	.21					562.90	19.41
Joseph E. Haynes Open Air	29	13.80	.48									476.36	16.43			7.20	.25									497.36	17.16
Lafayette Open Air	30	18.24	.61	4.86	.16	3.70	.12					677.67	22.56	1.20	.04			48.13	1.60							753.80	25.09
Lawrence Street Open Air	30			1.34	.04	5.37	.18					560.41	18.68													567.12	18.90
McKinley Open Air	29	13.83	.48									743.26	25.63							2.71	.09	.18	.01			759.93	26.20
Milford Open Air	29			1.98	.07	17.21	.59					486.74	16.78			12.60	.43									518.53	17.87
Montgomery Open Air	29			7.00	.24	8.05	.28					296.84	10.24			4.50	.16	40.57	1.40	.38	.03					357.84	12.35
South Market Street Open Air	29											494.80	17.06													494.80	17.06
SUMMER SCHOOLS																											
High														Manual Training													
Barringer	844			22.78	.03	219.94	.26			7.03	.01															249.75	.30
Central C. & M. T.	508			81.02	.16	172.97	.34			323.56	.64			2.29	.01					2.38	.01					582.22	1.16
Elementary																											
Avon Avenue	508			23.58	.05	46.83	.09			.33	.01			158.68	.31					35.12	.07			38.04	.07	302.58	.60
Bergen Street	658			26.35	.04	48.08	.07							97.55	.15			10.06	.02	27.34	.04					209.40	.32
Bruce Street	212			16.77	.08	16.67	.08							46.87	.22					11.17	.05					91.48	.43
Burnet Street	477			28.43	.06	34.34	.07	5.01	.01					77.23	.16			11.70	.02	18.73	.04	.66	.01			176.10	.37
Camden Street	561	12.00	.02	26.22	.05	40.98	.07	15.38	.03	1.18	.01			52.14	.09											147.85	.27
Central Avenue	542			26.89	.05	40.80	.08			2.34	.01			97.45	.18			14.27	.03	32.31	.06					214.06	.41
Charlton Street	625			23.23	.04	32.82	.05	11.29	.02					102.54	.16			2.29	.01	53.59	.09					225.76	.37
Cleveland	1,035	4.75	.01	31.60	.03	81.85	.08	11.44	.01	5.50	.01			160.59	.16			18.49	.02	50.33	.05	.89	.01	12.29	.01	377.73	.39
Eliot	448			7.32	.02	9.36	.02	10.06	.02	3.65	.01			86.55	.20			31.00	.07	27.29	.06					175.23	.40
Fourteenth Avenue	617			33.26	.05	42.40	.07	27.67	.04					98.80	.16			21.88	.04	28.19	.05					252.20	.41
Franklin	803			20.47	.03	45.09	.06	2.76	.01					84.79	.11			18.08	.02	26.90	.03					198.09	.26
Hamburg Place	680			12.94	.02	24.84	.04			.66	.01			117.97	.17			23.89	.04	32.02	.05			.04		212.36	.33
Hawkins Street	217			8.06	.04	8.80	.04			.33	.01			63.85	.29					22.71	.10					103.75	.48
Hawthorne	451			19.45	.04	32.37	.07							89.16	.20			11.08	.02	27.10	.06	2.58	.01			181.69	.40
John Catlin	478			2.60	.01	39.30	.08	32.13	.07	.33	.01			85.37	.18							.41	.01			160.14	.36
Joseph E. Haynes	713			28.64	.04	54.88	.06			.09	.01			109.89	.15			12.07	.02	25.33	.04					231.80	.34
Madison	534			23.32	.04	10.41	.02							101.04	.19			15.21	.03	29.21	.05					179.19	.33
Milford	529			25.26	.05	42.46	.08	14.47	.03					93.01	.18			10.75	.02	29.46	.06					215.41	.42
Miller Street	431			19.49	.05	61.90	.14							87.51	.20			9.18	.02	37.33	.09	1.05	.01			216.46	.51
Monmouth Street	653			15.46	.02	26.95	.04	4.72	.01					45.70	.07					33.19	.05					126.02	.19
Moses Bigelow	523			25.55	.05	27.79	.05							98.59	.19			11.79	.02	40.91	.08	1.51	.01			206.14	.40
Robert Treat	624			23.89	.04	50.01	.08							104.22	.17			10.07	.02	29.33	.05					217.52	.36
South Street	330			12.22	.04	11.20	.03			.32	.01			75.47	.23			10.85	.03	24.27	.07					134.33	.41
South Eighth Street	483			22.41	.05	17.11	.04	4.22	.01					95.37	.20			21.33	.04	36.89	.06	2.85	.01			200.18	.43
South Tenth Street	388			19.51	.05	32.18	.08	13.59	.04					96.16	.25			15.80	.04	32.94	.08					210.18	.54
Sussex Avenue	408			20.56	.05	29.89	.07			1.00	.01			57.31	.14					27.63	.07	4.82	.01			141.21	.35
Warren Street	451			21.29	.05	18.24	.04	7.64	.02					46.21	.10											93.38	.21
Washington Street	243			22.84	.09	20.98	.09			3.00	.01			63.29	.28					23.98	.10	4.87	.02			143.96	.59
Webster	755			31.01	.04	43.47	.06	13.99	.02	1.70	.01			86.49	.12					30.61	.04					209.27	.29
West Side	670			17.26	.03	42.36	.06			4.00	.01			102.76	.15					47.11	.07					213.49	.32
EVENING SCHOOLS																											
High																											
Barringer Gymnasium	62																										
Central C. & M. T.	661	10.01	.01	1.73	.01	14.10	.02			.60	.01							31.50	.05	12.16	.02	.60	.01	19.28	.03	90.07	.16
East Side C. & M. T.	312	85.25	.27	17.15	.05	51.00	.16			72.46	.23							47.97	.15	5.42	.02					279.25	.88
Bergen Street	271	232.36	.86	33.67	.12	36.55	.13			52.20	.19			5.63	.02					.97	.01					361.38	1.33
Franklin	166	68.89	.41	21.88	.13	40.10	.24							160.41	.97									24.75	.15	316.03	1.90
Joseph E. Haynes	222	102.71	.46	33.05	.15	29.22	.13			143.47	.65			122.90	.55			.56	.01	2.70	.01					434.61	1.96
Robert Treat	247	129.68	.53	52.05	.21	54.24	.22			68.67	.28			102.71	.42			5.85	.02	.18				14.38	.06	428.56	1.74
Elementary																											
Abington Avenue	176			18.23	.10	9.42	.05							68.57	.39			8.04	.05	5.45	.03					109.71	.62
Belmont Avenue	350			3.20	.01	7.93	.02											15.70	.04	14.66	.04					41.49	.11
Bergen Street	64			.43	.01													41.97	.66	22.14	.35					64.54	1.02
Central Avenue	230			35.34	.15	21.37	.09			1.48	.01			89.21	.39			1.46	.01	4.17	.02					153.03	.67
Cleveland	436			13.50	.03	52.90	.12							147.98	.34			15.75	.04	25.96	.06					256.09	.59
Fawcett School of Industrial Arts																											
Franklin	112			.48	.01					20.84	.19							8.55	.08	28.62	.26					58.49	.52
Hamburg Place	208			17.55	.08	14.13	.07							67.90	.33			16.15	.08	3.32	.02					119.14	.57
Joseph E. Haynes	164	37.76	.23	23.37	.14	37.97	.23			7.20	.04			7.43	.05			27.18	.17	11.09	.07			.52	.01	152.52	.94
Lafayette	361	71.25	.20	25.30	.07	36.78	.10							109.50	.30			15.31	.04							258.09	.71
Madison Gymnasium	50																										
McKinley	295			15.70	.05	15.94	.05							129.83	.44					11.81	.04			.90	.01	173.68	.59
Newton	227			24.73	.10	4.25	.02							72.34	.32					11.11	.05					112.43	.49
Robert Treat	138																	46.67	.34	20.71	.15					67.38	.49
South Street	186			9.46	.05	12.09	.07							97.15	.52			8.26	.04	6.21	.03					133.17	.72
South Eighth Street	135	28.01	.21	49.14	.36	3.48	.03			.15	.01							12.86	.10	5.81	.04					99.45	.74
South Tenth Street	262	26.67	.10	6.43	.02	8.25	.03							109.89	.42			6.73	.03	12.84	.05					170.80	.65
Washington Street	217			36.15	.17	23.33	.11			4.50	.02			27.05	.12					11.74	.05					102.77	.47
Vocational								Mechanical Draw'g				Plumbing		Machine Shop		Metal Work						Wood Work					
Central C. & M. T.	330	4.64	.01	.87	.01	7.05	.02	187.84	.57	.30	.01					128.96	.39	15.80	.05	6.11	.02	407.11	1.23	9.64	.03	767.82	2.34
East Side C. & M. T.	156	42.47	.27	8.58	.06	25.50	.16	116.88	.75	36.23	.23	60.45	.39	19.56	.13	27.76	.18	23.99	.15	2.71	.02	361.60	2.32			725.77	4.66
Bergen Street	133	132.61	1.00	16.83	.13	18.27	.14			26.10	.20			2.81	.02					.48	.01	195.81	1.47			392.91	2.95
Franklin	15	6.26	.42	1.99	.13	3.64	.24							14.73	.98									2.25	.15	28.87	1.92
Joseph E. Haynes	73	34.24	.47	11.02	.15	9.74	.13			47.83	.66			47.24	.65			.19	.01	.97	.01					151.23	2.08
Robert Treat	123	64.84	.53	26.43	.21	27.12	.22			34.88	.28	— Elec. Work —		51.86	.42	— Iron Working —		2.92	.02					7.19	.06	214.19	1.74
Boys'	114	42.08	.37	1.60	.01	7.75	.07					41.89	.37	278.29	2.44	97.67	.86							25.67	.23	494.95	4.34
Fawcett School of Industrial Arts	639	150.50	.23	6.10	.01	13.74	.02			7.96	.01			130.80	.20									474.38	.74	782.98	1.21
Special																											
School for Deaf	24																										
SPECIAL ACTIVITIES								Occupation and Kindgn. Material						Manual Training													
Playgrounds	10,228	.12		1.00				1,164.30	.11	990.72	.10			1.25												2,157.39	21.00

TOTALS BY CLASSIFICATION

SCHOOLS	Average Enrollment	Text Books, Maps, etc. Cost	Rate	Stationery Cost	Rate	Paper Cost	Rate	Laboratory Supplies Cost	Rate	Miscellaneous Cost	Rate	Library Equipment Cost	Rate	Wood Working Cost	Rate	Iron Working Cost	Rate	Domestic Science Cost	Rate	Domestic Art Cost	Rate	Medical Inspection Cost	Rate	Miscellaneous Cost	Rate	Total Cost	Rate
DAY SCHOOLS																											
Senior High	4,785	10,623.16	2.22	2,222.18	.46	3,204.99	.67	2,534.21	.53	1,902.84	.40	2,327.78	.49					478.57	.10	312.52	.07	78.46	.02	7,782.17	1.63	31,466.88	6.58
Junior High	1,420	9,506.98	6.70	186.83	.13	353.61	.25			133.22	.09			69.81	.05			74.23	.05	31.11	.02			91.62	.06	10,450.41	7.36
Elementary	56,388	34,121.84	.61	7,266.47	.13	14,050.10	.25	4,182.74	.07	13,722.70	.24	110.50		17,923.77	.32	196.13		3,082.81	.05	5,320.09	.09	2,397.74	.04	2,486.24	.04	104,860.63	1.86
Vocational	289	578.59	2.00	173.54	.60	416.74	1.44	425.55	1.47	173.37	.60	200.83	.69	839.91	2.91	474.19	1.64	20.30	.07			7.52	.03	437.87	1.52	3,748.41	12.97
Special	950	1,017.14	1.07	196.58	.21	282.80	.30	789.66	.83	161.78	.17	10,830.93	11.40	1,440.57	1.52	2,379.40	2.50	396.43	.42	331.04	.35	161.30	.17	644.32	.68	18,633.00	19.61
SUMMER SCHOOLS																											
High	1,352			103.80	.08	392.91	.29			330.59	.24			2.29						2.38						831.97	.62
Elementary	16,042	16.75		635.88	.04	1,034.86	.06	174.37	.01	25.28				2,689.56	.17			270.76	.02	540.99	.03	19.64		50.37		5,766.96	.36
EVENING SCHOOLS																											
High	1,941	628.90	.32	160.83	.08	225.21	.12			337.40	.17			391.65	.20			85.97	.04	21.43	.01	.60		58.41	.03	1,909.90	.98
Elementary	3,611	163.69	.05	279.01	.08	247.79	.07			34.17	.01			926.44	.26			224.62	.06	195.64	.05			1.42		2,072.78	.57
Vocational	1,583	477.64	.30	78.42	.05	112.81	.07	304.17	.19	152.75	.10	102.84	.06	544.20	.34	254.39	.16	42.90	.03	10.27	.01	964.61	.61	519.13	.33	3,553.72	2.25
Special	24																										
SPECIAL ACTIVITIES	10,228	.12		1.00				1,164.30	.11	990.72	.10			1.25												2,157.39	.21
Grand Totals		$67,184.31		$11,298.99		$20,824.02		$9,575.00		$17,964.82		$13,572.88		$24,829.54		$3,304.11		$4,685.59		$7,066.37		$3,629.87		$12,072.05		$185,457.05	

Sixty-First and Sixty-Second Annual Reports
# of the
Superintendent of Schools

To the Honorable, the Board of Education of the City of Newark, N. J.

GENTLEMEN:—In compliance with your regulations I have the honor to submit herewith the combined sixty-first and sixty-second annual reports of the public schools of the City of Newark, the tables being for the years ending June 30, 1917, and June 30, 1918, respectively. The delay in the preparation of these reports has been due to unusual and strenuous conditions, and to the amount of extra work made necessary by war activities.

The Board of Education, on June 13, 1918, elected me to the position of Superintendent of Schools, it having been my privilege to serve as Acting Superintendent for long periods at a time during the four or more years that Dr. A. B. Poland, the former Superintendent, was in failing health. As principal, general supervisor, assistant superintendent, first assistant superintendent, and acting superintendent in the school system of Newark, there has been afforded me an unusual opportunity to become acquainted with the schools and the personnel of the teaching and supervisory forces.

A cardinal principle of the policy of the man who fills this responsible, highly honorable, and distinguished office, must be to act with equal sincerity and perfect justice to all, keeping ever in mind the fact that the real purpose of the schools is to educate children. For no other reason are the great sums of money spent for school buildings, equipment, and maintenance. Another cardinal principle of policy is that changes must be essentially evolutionary rather than revolutionary in character to be really valuable. That which is slowly and surely evolved stands the tests of attack and time. It will be my constant aim to observe both of these principles in order that my administration of the office shall be permanently worthwhile and in the truest sense successful.

Dr. Poland's health began to fail in February, 1913. When he resigned as Superintendent of Schools to take effect June 30, 1917, the Board of Education made him Superintendent Emeritus at a salary commensurate with the dignity of the office. He died September 15 of the same year. On October 4, 1917, there was held in the South Side High School a Memorial Service, attended by the teachers of the schools and by his friends and colleagues from neighboring cities and states. On that occasion addresses were made by Hon. Frank H. Sommer, President of the Board of Education; Dr. Calvin N. Kendall, Commissioner of Education of New Jersey; Dr. Andrew W. Edson, Associate Superintendent of Schools of New York City; Dr. Henry M. Snyder, Superintendent of Schools of Jersey City, and myself, his assistant and associate for thirteen years. Excerpts from the other addresses not being available, the following from my own are quoted in testimony and appreciation of Dr. Poland and his work:

> He was a good companion, a well-informed conversationalist, a ready and accomplished speaker. He was human in his likes and dislikes; he was master of himself; he was keen in discovering the motives of other men; he was discriminating in his judgment of men; he was wont to investigate, to collect facts, to reason upon a fact-basis and not upon an opinion-basis; he was farseeing, cautious in committing himself, able to give the value at once to any proposition presented to him, resolute in achieving his purpose. He was not easily defeated, for he bided his time in temporary defeat and marshalled his forces again to the fray when "time and tide" were auspicious. He had a keen appreciation of anything genuine, worthy, and serviceable, and little tolerance for weakness, inefficiency, or pretense. He admired a well equipped and skillful antagonist, respected ability and honor, praised sparingly, gave his confidence to few. Dr. Poland was pre-eminently a *man* with the contradictions and the strength of manhood.
>
> Dr. Poland's career and services place him among the distinguished educators of his day. He belonged to the group of educational leaders to which Greenwood of Kansas City, Soldan of St. Louis, Gove of Denver, and Maxwell of New York belong. All in their heyday were men of the arena rather than men of the cloister. They wore the armor and strove valiantly and successfully to make the office of Superintendent of Schools a power in extending the frontiers of education. Dr. Poland was associated with Harris, the philosophical thinker, the sage and seer of American education. But unlike him his chief delight was in action, in handling men, and in solving problems rather than in reflecting upon the foundation principles of human culture. As editor of the Educational Review, however, he was in contact with this phase of educational development. His work on the great reports of the Committee of Fifteen and the Committee of Twelve gave him a secure place in the annals of national educational expansion and development.
>
> During Dr. Poland's superintendency in Newark the school system grew by leaps and bounds and the extension of the work and

the increase of the activities were great. He was influential in causing the establishment of the architect's department, the supplies department, the department of medical inspection, and other features in the administration of the system. Through his advocacy of better and more appropriate buildings a great reform was effected in this respect. The supervision of schools became an important part of school work under his direction. At the beginning he had one general supervisor, a supervisor of drawing, and one of music. There are now not only a general supervisor but a number of supervisors and assistants, and four assistant superintendents. He developed the merit system in the appointment of teachers, recommended the establishment of classes for feebleminded, deaf, and blind children, developed a plan for the expansion of secondary education marked by the building of three additional high schools, and fostered the new field of vocational training. He was the first pioneer who succeeded in establishing the all-year school. It had been tried elsewhere, but failed. He established foreign classes in the evening schools and sought to educate the foreigner in English and in citizenship. He reformed the evening schools by selecting only teachers of demonstrated worth as instructors. In these schools were the immigrant and the less fortunate of American youth. He advocated and furthered the wider use of school buildings that the ideals of community service might be fully realized. He was always glad to inaugurate new features of educational work, and he sought constantly to adjust the schools to the demand of the public and to an ever enlarging field of service to our advancing democracy.

ENROLLMENT, COMMENTS, AND RECOMMENDATIONS

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEAR JUNE 30, 1917, COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR, AND INCLUDING HALF-DAY CLASSES

SCHOOL	1916	1917	Increase	Decrease	Half-day Classes	
					Number	Enrollment
Barringer High	1,358	1,332	....	26	....	....
Central C. & M. T. High	1,618	1,748	130	....	....	....
East Side C. & M. T. High	605	637	32	....	....	....
South Side High	1,190	1,201	11	....	....	....
Abington Avenue	1,195	1,290	95	....	....	....
Alexander Street	933	938	5	....	8	339
Avon Avenue	1,530	1,387	....	143	....	....
Belmont Avenue	1,786	1,689	....	97	....	....
Bergen Street	1,484	1,455	....	29	....	....
Berkeley	828	833	5	....	2	88
Blum Street	79	....	....	79	....	....
Bruce Street	683	693	10	....	....	....
Burnet	1,247	1,293	46	....	....	....
Camden Street	1,074	1,016	....	58	....	....
Carteret	743	1,120	377	....	....	....
Central Avenue	1,236	1,242	6	....	....	....
Charlton Street	1,480	1,440	....	40	....	....
Chestnut Street	786	731	....	55	....	....
Cleveland	1,998	2,042	44	....	....	....
Dayton	69	60	....	9	....	....
Eliot	953	955	2	....	....	....
Elizabeth Avenue	239	255	16	....	....	....
Fifteenth Avenue	1,272	925	....	347	....	....

SCHOOL	1916	1917	Increase	Decrease	Half-day Classes	
					Number	Enrollment
Fourteenth Avenue	1,147	1,184	37	....	....	....
Franklin	1,559	1,667	108	....	....	....
Garfield	990	1,078	88	....	....	....
Hamburg Place	1,576	1,580	4	....	2	89
Hawkins Street	657	650	....	7	....	....
Hawthorne	1,108	1,082	....	26	....	....
John Catlin	1,253	1,195	....	58	....	....
Lafayette	2,013	1,908	....	105	....	....
Lawrence Street	310	314	4	....	....	....
Lincoln	512	583	71	....	....	....
Madison	1,471	1,448	....	23	6	226
McKinley	2,107	2,196	89	....	....	....
Milford	909	1,154	245	....	....	....
Miller Street	1,245	1,277	32	....	....	....
Monmouth Street	1,091	1,055	....	36	....	....
Montgomery	913	926	13	....	....	....
Morton Street	1,573	1,566	....	7	....	....
Newton	1,875	1,797	....	78	....	....
Ridge	543	563	20	....	....	....
Robert Treat	1,939	1,947	8	....	....	....
Roseville Avenue	425	400	....	25	....	....
South Street	930	955	25	....	....	....
South Eighth Street	1,197	1,126	....	71	....	....
South Market Street	987	930	....	57	....	....
South Tenth Street	880	936	56	....	....	....
Summer Avenue	613	641	28	....	....	....
Summer Place	287	292	5	....	....	....
Sussex Avenue	906	904	....	2	....	....
Walnut Street	299	320	21	....	....	....
Warren Street	796	875	79	....	....	....
Washington Street	755	717	....	38	....	....
Waverly Avenue	697	557	....	140	....	....
Webster	1,097	1,249	152	....	....	....
West Side	1,797	1,925	128	....	....	....
Boys' Vocational	158	168	10	....	....	....
Girls' Vocational	93	99	6	....	....	....
Ungraded No. 1	49	37	....	12	....	....
Ungraded No. 2	48	39	....	9	....	....
Academy Street Ungraded	17	17	....	....	....	....
Defective, Alyea Street	63	65	2	....	....	....
Defective, Coe's Place	113	113	....	....	....	....
Defective, Robert Treat	44	45	1	....	....	....
Defective, State Street	96	96	....	....	....	....
Deaf	71	73	2	....	....	....
Blind, Robert Treat	....	9	9	....	....	....
Blind, Washington Street	17	10	....	7	....	....
Tubercular, Elizabeth Ave.	48	48	....	....	....	....
Open Air, Camden Street	30	30	....	....	....	....
Open Air, Carteret	....	30	30	....	....	....
Open Air, Garfield	30	30	....	....	....	....
Open Air, Hawkins Street	....	30	30	....	....	....
Open Air, John Catlin	....	29	29	....	....	....
Open Air, Lafayette	29	31	2	....	....	....
Open Air, Lawrence Street	30	30	....	....	....	....
Open Air, McKinley	29	30	1	....	....	....
Open Air, Milford	....	30	30	....	....	....
Open Air, Montgomery	30	30	....	....	....	....
Open Air, Morton Street	29	30	1	....	....	....
Home for Crippled Children	30	21	....	9	....	....
Co-operative School	29	27	....	2	....	....
Total	61,926	62,476	2,145	1,595	18	742
Net increase in total school enrollment	....	....	550	....	....	....
Decrease in number of half-day classes	....	....	....	....	28	....
Decrease in enrollment in half-day classes	....	....	....	....	....	1,086

EXPLANATION OF CHANGES IN ENROLLMENT 1917

The high school accommodations continue to be taxed to their full capacity. This year an increase of 247 is shown in the enrollment over last year. The new addition to the East Side High School will afford some relief.

An increase of 95 is shown in the Abington Avenue School enrollment, indicating a steady growth in this school district. Provision for increase has been made by placing the school on the alternating plan, which will meet the needs for a few years only.

The Alexander Street School closed with an increase in enrollment of only 5, but with eight classes on half time. A number of pupils belonging in this district were accommodated in the Lincoln School. The latter school shows an increase of 71 in enrollment with classes in the auditorium. The Vailsburg section is growing very rapidly, and additional accommodations must be provided for this section of the city.

The decrease in the Avon Avenue School of 143 was due to the return of pupils from the Waverly Avenue and Milford districts that had been temporarily accommodated in the Avon Avenue School. The opening of the addition to the Milford School made it possible to accommodate these children in their home districts.

The Belmont Avenue School shows a decrease of 97 in enrollment. There has been very little growth in this district, and the decrease is undoubtedly due to the more frequent promotions by reason of the all-year plan. This district was enlarged last September.

The Berkeley School shows an increase of 5 only in enrollment. Two classes, however, were on part time at the close of the year. These classes have since been accommodated in a portable building. Additional facilities will soon be needed for this growing section of the city.

The use of the Blum Street building was discontinued in June, 1916, and the pupils transferred to the South Tenth Street School at the beginning of the new term. This accounts for the increase of 56 in the enrollment of South Tenth Street School.

The increase of 46 in the Burnet School enrollment is due to the growth of that section of the district north of the D., L. & W. R. R.

Changes in district lines and other adjustments in the fall made it possible to reduce the enrollment of Camden Street School by 58 and to dispense with the portable building previously used there.

Part of the increase of 377 in the Carteret School enrollment was due to the completion of the addition to this school building. At the beginning of the term, in September, classes temporarily transferred to the Chestnut Street and Lafayette schools during reconstruction were returned to the Carteret School. The large increase, however, indicated also a growth in the school population of the district.

The loss of 55 in the enrollment of the Chestnut Street School was mainly due to the return of pupils to the Carteret School that had been temporarily transferred to Chestnut Street School pending the erection of the addition to the Carteret building.

Upon the completion of the Milford School addition, the district lines between Cleveland and Milford schools were changed. Pupils were transferred from Charlton Street School and from Cleveland School to the Milford School; also from the Waverly Avenue School to the Cleveland School. These changes account for the decrease in enrollment in Charlton Street of 40 and in Waverly Avenue of 140; and for the increase in enrollment in Cleveland of 44 and in Milford of 245.

The decrease of 347 in the Fifteenth Avenue School enrollment indicates to what extent this school was relieved by the transfer of pupils to the West Side School. Through this transfer it was found possible to discontinue eight half day classes.

The Franklin School, as well as the McKinley and Webster schools, continue to grow, there being a gain of 108, 89 and 152, respectively, or a total of 349 in the enrollment of the three schools. This section of the city should receive the earnest consideration of the Board in the near future.

The Garfield School district is steadily growing, as evidenced by a gain of 88 in enrollment. The present accommodations are ample, however, as there are still unoccupied classrooms in this building.

The decreases in the enrollment of the John Catlin (58) and Lafayette (105) schools are due to changes in district lines and the return of pupils to the Carteret School.

The Madison School showed but little change (decrease of 25) in its enrollment. The year closed with six classes on part time and eleven classes making alternate use of classrooms, auditorium, and gymnasium. The new addition will afford considerable relief to this growing section of the city.

Transfer of pupils to the Belmont Avenue School accounts for the decreased enrollment of 78 in the Newton School.

Erection of fewer new homes in the South Eighth Street School district accounts for the decrease of 71 in enrollment.

The loss of 57 in the South Market Street School enrollment is undoubtedly due to the shifting of population to other sections of the city.

In order to relieve the overcrowded conditions in Camden Street School the district lines between the Camden Street and South Tenth Street districts were adjusted so as to transfer a number of pupils from Camden Street School to the South Tenth Street School, which accounts for the increase of 56 in the enrollment of the latter school.

A gain of 79 in the Warren Street School enrollment indicates that this district is still growing The assembly room is now being utilized for classroom purposes.

The gain of 128 in the West Side School enrollment is due mainly to the transfer of pupils from the Fifteenth Avenue district.

There were in the schools at the time what were known as part time classes (half day classes) and alternating classes. Part time classes are those in which the children attend school but part of the time. Alternating classes are those which make alternate use of gymnasium, shops, auditorium, and classrooms. The number of these alternating classes is necessarily limited in any one school unless the entire school is placed on the alternating plan. The number of part time and alternating classes in June 1917 was as follows:

	Part Time Classes.	Alternating Classes.	Enrollment.
Alexander Street	8	----	341
Berkeley	2	----	92
Franklin	----	4	175
Hamburg Place	2	4	271
Madison	6	11	668
McKinley	----	2	74
*Webster	----	3	110
Total	18	24	1,731

* One class in office included.

In order that all children on part time might be given a full day's schooling, and that proper provision might be made for the expected increase in enrollment in all schools taxed to their capacity, the following recommendations were adopted and became effective September 1917:

It was known that the completion of the Speedway building would relieve the Alexander Street School for at least a short time.

That a portable building be provided for Berkeley School to accommodate the classes on part time and to provide for the expected growth of the succeeding year.

That the John Catlin School be placed on the alternating plan. The reasons for this were: (a) to make adequate provision for the children improperly housed in the oldest portion of the South Market Street building, (b) to do away with the part time and alternating classes in Hamburg Place School, (c) to provide, through changes in district lines, for the expected increase in the Lafayette district.

That the Madison School be placed on the alternating plan, and thus make part time and alternating classes unnecessary. The addition to this building was to be completed by September 1918.

That the McKinley School, or such part of it as may be found necessary, be placed on the alternating plan. The section of the city in which the McKinley School is situated is growing very rapidly. It was necessary during the preceding year to organize new classes in the McKinley, Franklin, and Webster schools. By the above arrangement these schools, as well as the Burnet School, were relieved and provision was made for growth another year.

That the Robert Treat School be placed on the alternating plan. By this arrangement such number of the pupils attending Bruce Street School as was found practicable were transferred to the Robert Treat building. The Bruce Street building was, in turn, occupied by the School for the Deaf, previously housed in the Girls' Vocational School on Washington Street, where its growth had been hampered considerably by lack of necessary accommodations. Taking the School for the Deaf out of the Washington Street building made possible the further development of the Girls' Vocational School, and afforded additional accommodations for the Fawcett School of Industrial Arts which was already using a part of this building. This made the use of the Campbell Street building by the Fawcett School unnecessary.

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEAR JUNE 30, 1918, COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR†

SCHOOL	1917	1918	Increase	Decrease
Barringer High, Sr.	1,332	1,207	....	125
Central C. & M. T. High, Sr.	1,748	1,647	....	101
East Side C. & M. T. High, Sr.	637	550	....	87
South Side High, Sr.	1,201	1,066	....	135
Cleveland High, Jr.	....	603	603	....
Madison High, Jr.	....	381	381	....
Robert Treat, Jr.	....	466	466	....
Abington Avenue—All year	1,290	1,304	14	....
Alexander Street	938	769	....	169
Avon Avenue	1,387	1,379	....	8
Belmont Avenue	1,689	1,686	....	3
Bergen Street	1,455	1,456	1	....
Berkeley	833	893	60	....
Bruce Street	693	258	....	435
Burnet	1,293	1,300	7	....
Camden Street	1,016	1,098	82	....
Carteret	1,120	1,199	79	....
Central Avenue	1,242	1,308	66	....
Charlton Street	1,440	1,471	31	....
Chestnut Street	731	749	18	....
*Cleveland, Elem.	2,042	1,420	....	622
Dayton	60	54	....	6
Eliot	955	944	....	11
Elizabeth Avenue	255	250	....	5
Fourteenth Avenue	1,184	1,160	....	24
Franklin	1,667	1,690	23	....
Garfield	1,078	1,151	73	....
Hamburg Place	1,580	1,499	....	81
Hawkins Street	650	698	48	....
Hawthorne	1,082	1,094	12	....
John Catlin	1,195	1,799	604	....
J. E. Haynes (Morton St.)	1,566	1,570	4	....
Lafayette	1,908	1,919	11	....
Lawrence Street	314	274	....	40
Lincoln	583	539	....	44
*Madison, Elem.	1,448	1,114	....	334
McKinley	2,196	2,485	289	....
Milford	1,154	1,216	62	....
Miller Street	1,277	1,368	91	....
Monmouth Street	1,055	1,046	....	9
Montgomery	926	878	....	48
Moses Bigelow (15th Ave.)	925	1,232	307	....
Newton	1,797	1,807	10	....
Ridge	563	611	48	....
*Robert Treat, Elem.	1,947	1,876	....	71
Roseville Avenue	400	420	20	....
South Street	955	875	....	80
South Eighth Street	1,126	1,213	87	....
South Market Street	930	491	....	439
South Tenth Street	936	913	....	23
Speedway	....	346	346	....
Sumner Avenue	641	628	....	13
Summer Place	292	330	38	....
Sussex Avenue	904	951	47	....
Walnut Street	320	333	13	....
Warren Street	875	970	95	....
Washington Street	717	737	20	....

SCHOOL	1917	1918	Increase	Decrease
Waverly Avenue	557	645	88	....
Webster	1,249	1,111	....	138
West Side	1,925	1,642	....	283
Boys' Vocational	168	156	....	12
Girls' Vocational	99	118	19	....
Ungraded No. 1	37	51	14	....
Ungraded No. 2	39	40	1	....
Academy Street Ungraded	17	18	1	....
Defective, Alyea Street	65	70	5	....
Defective, Coe's Place	113	118	5	....
Defective, Robert Treat	45	42	....	3
Defective, State Street	96	118	22	....
Defective, Waverly Avenue	....	31	31	....
Deaf	73	81	8	....
Blind, Robert Treat	9	9	....	....
Blind, Washington Street	10	10	....	....
Tubercular, Elizabeth Avenue	48	48	....	....
Open Air, Camden Street	30	29	....	1
Open Air, Carteret	30	30	....	....
Open Air, Garfield	30	28	....	2
Open Air, Hawkins Street	30	....	....	30
Open Air, John Catlin	29	29	....	....
Open Air, Joseph E. Haynes	30	27	....	3
Open Air, Lafayette	31	30	....	1
Open Air, Lawrence Street	30	30	....	....
Open Air, McKinley	30	31	1	....
Open Air, Milford	30	28	....	2
Open Air, Montgomery	30	30	....	....
Open Air, South Market Street	....	30	30	....
Home for Crippled Children	21	25	4	....
Co-operative School	27	12	....	15
Continuation	....	24	24	....
Total	62,476	63,382	4,309	3,403
Net increase in total school enrollment	....	....	906	....

† For the first time since 1897, there were no half-day classes at the close of this year.

* Seventh and eighth grades included in figures for Junior High School.

EXPLANATION OF CHANGES IN ENROLLMENT 1918

At the close of the school year June 30, 1917, there were in the elementary schools eighteen classes on half time with an enrollment of 742. At the close of the school year June 30, 1918, every pupil enrolled above the kindergarten had an opportunity to attend school full time, a condition that had not existed in the Newark schools since 1897. This condition was effected through a rearrangement of district lines and the placing of the four schools mentioned in the foregoing on the alternating plan. Another factor in bringing about this condition was the falling off in the last two years in the increase in total enrollment. This falling off may be attributed to several causes, chief among which were —reduced immigration, the dropping out of pupils in the upper grammar and high school grades to accept the tempt-

CLASSES IN CITIZENSHIP—LAFAYETTE EVENING SCHOOL.
CANDIDATES RECEIVING CITIZENSHIP PAPERS.

ing offers for employment made by war industries, and practically no erection of new homes,—all due to the World War.

In considering the enrollment of the Cleveland, Madison, and Robert Treat schools, the elementary school and the junior high school departments are combined.

Cleveland School shows a decrease of 19, due to the organization of the sixth grade again in the Waverly Avenue School.

A gain of 47 is noted in the Madison School enrollment. The accommodations at this school are still ample owing to the introduction of the alternating plan.

Robert Treat School shows a gain in enrollment of 395. This gain is mainly due to the transfer of pupils from the Bruce Street district.

The loss in enrollment of 169 in Alexander Street School and 44 in Lincoln School is due to the opening of the new Speedway Avenue School.

The Berkeley School again shows an increase in enrollment, this time of 60. Classes are being accommodated in a portable building and in the old frame annex. Half time classes will be necessary next year, as this district is growing very rapidly.

The loss of 435 in the Bruce Street enrollment is due to the transfer of pupils of the third and fourth grades to the Robert Treat School in order to provide accommodations for the School for the Deaf in the Bruce Street building.

Camden Street School shows a gain of 82 in enrollment, and the building is again taxed to its utmost capacity.

Carteret School continues to grow, having gained 79 in enrollment during the past year. Slight relief was afforded this school by the transfer of pupils to the Chestnut Street and the John Catlin schools. A change in district lines may afford additional relief next year.

A gain of 66 in the Central Avenue School enrollment is an evidence of the growth of this school district. All classrooms are occupied, and several classes alternate in the use of classrooms, auditorium, and gymnasium. Half time classes will be necessary next year. Some permanent relief should be afforded this district as the neighboring schools are all full.

The gain of 18 in the Chestnut Street School enrollment is due to the transfer of pupils from the Carteret district.

Despite the changes in district lines and the transfer of pupils to McKinley School a gain of 23 is shown in the enrollment of Franklin School. The building is taxed to its utmost capacity. Four classes are now making alternate use of classrooms, auditorium, and gymnasium.

The Garfield School gain of 73 in enrollment indicates a steady growth in this district. Accommodations, however, are still ample in this building.

Hamburg Place School closed in June 1918 with an enrollment of 81 less than the previous year. This loss is entirely due to changes in district lines and the transfer of pupils to the John Catlin School. The school will undoubtedly show a gain in enrollment next year.

Changes in district lines and the transfer of pupils from the South Market Street School are responsible for the gain of 48 in the Hawkins Street School enrollment.

The John Catlin School shows a gain of 604 in enrollment. The completion of the addition and the placing of the school on the alternating plan made it possible for the John Catlin School to relieve the neighboring schools, viz., South Street, Carteret, Hamburg Place, South Market Street, and Lafayette. This district is growing and the school will soon be taxed to its fullest capacity.

The McKinley School continues to grow. The heavy gain of 289 in enrollment is to be attributed mainly to changes in district lines and the consequent transfer of pupils from the Franklin and Webster schools to this school. This section of the city has outgrown its present school facilities and immediate relief is necessary.

Milford School shows a gain of 62 in enrollment. The classroom accommodations are ample in this school, but there is great need of suitable auditorium and gymnasium facilities.

The Miller Street School shows a steady gain in its enrollment, with an increase of 91 this past year. All the classrooms in this building are now occupied.

The decrease of 48 in the Montgomery School enrollment is due to the shifting of population in that section of the city.

Upon the completion of the addition to the Moses Bigelow School in the spring, pupils sent over to the West Side School the year preceding were returned to the Moses Bigelow School. This accounts for the large gain of 307 in enrollment. This district is growing in school population.

The loss of 80 in the South Street School enrollment is due to the transfer of pupils to the John Catlin School upon the completion of the addition to that building. South Street School is full and further relief may be necessary in the near future.

The South Eighth Street School, which closed in June 1917 with a decrease of 71 in enrollment, shows a gain of 87 in June 1918. A change in district lines between the Bruce Street and South Eighth Street districts accounts, in part, for this increase.

The loss of 439 in the South Market Street School enrollment is due to the cutting down of the district and the transfer of pupils to the Hawkins Street, John Catlin, and Hamburg Place schools.

A gain of 47 is shown in the Sussex Avenue School enrollment. The court rooms which have been used for classroom purposes for the past three years are still being so utilized.

Warren Street School shows a gain of 95 in enrollment. The assembly room and the courts are being utilized for classroom purposes in order to meet the growing demands of this school district.

The gain of 88 in the Waverly Avenue School enrollment is due to the organization, again, of a sixth grade in this school.

The decrease of 138 in the Webster School enrollment is accounted for by the transfer of pupils to the McKinley

School. The change made it possible to do away with half day classes in Webster School. This relief, however, is only temporary as there is a steady growth in this district.

The West Side School loss of 283 in enrollment is due to the return of the pupils from the Moses Bigelow district sent over to West Side at the beginning of the building operations at the Moses Bigelow School.

When considering the items for the budget for 1918, it was recommended that provision be made for additional accommodations as outlined below, the most pressing and immediate needs being at Franklin, Berkeley, and Lincoln schools.

An addition to the Franklin School to consist of ten new classrooms, an open air room, an enlarged kindergarten room of three units, a teachers' room on the first floor, an auditorium, two gymnasiums, and the purchase of additional land,—fifty feet on Cutler Street and fifty feet on Garside Street,—and the alteration of the interior of the present structure of the Franklin School to make it less hazardous. It was recommended that the addition be erected with all necessary accommodations for an alternating school, including locker facilities, as the Webster and McKinley schools are now full. The district of the latter school includes Sixth Avenue and as much of the McKinley School as is practicable is now on the alternating plan.

An addition to the Berkeley School to consist of fourteen regular classrooms, an open air room, and a gymnasium. In June 1918 there were seven overflow classes accommodated in frame buildings and court rooms. The northern district lines are but a short distance from the building. This makes it necessary for children who ought to be in this school to go to one more distant. By the time the addition can be erected nine at least of the rooms will be filled, leaving five for future growth. The four-room frame building now used at the Berkeley School should be moved to the site owned by the Board of Education on Maple Avenue, corner of Pomona Avenue. This would permit the establishment of a school which would relieve the Berkeley.

An addition to the Lincoln School to consist of nine regular classrooms—four to be made from the present auditorium,—an open air room, a cooking room, a manual training room, an auditorium, and a gymnasium, and the purchase of additional land, twenty-five feet wide, to the south of the present property.

An addition to the Hawkins Street School which when combined with the present building will provide a school containing eleven or twelve special classrooms, eighteen regular classrooms, an auditorium, and two gymnasiums. This would afford accommodations for an alternating school of thirty-six units. Such a plan would permit ample provision for the expected growth in this community. There is some uncertainty about the extent of the development of the neighborhood of Hawkins Street School. It is expected that the establishment of great industrial plants in the vicinity will bring many new residents to that section and that the school accommodations must be increased but there are few facts now available for judging the extent of the future necessity.

An addition to Abington Avenue School to consist of nine regular classrooms, an enlarged kindergarten, an open air room, and two gymnasiums; also the addition of a gallery to the present auditorium, and the purchase of seventy-five feet of land on North Seventh Street and one hundred feet on North Sixth Street.

An addition to Charlton Street School including a gymnasium and auditorium in order to provide more satisfactory accommodations.

The erection of a new open air school on the Elizabeth Avenue site, to contain four classrooms, a cooking room, a dining room, teachers' and physician's rooms, a store room, a solarium, and the purchase of one hundred feet of land adjoining the present site on the west of the school.

The erection of an ungraded school building to accommodate the children now attending the Academy Street Ungraded School.

It was suggested that consideration should also be given to the unsatisfactory conditions at the Roseville Avenue School, and to the unsatisfactory buildings now housing the Washington Street and the Chestnut Street schools, and the advisability of erecting a new building on some central site to accommodate the pupils in attendance at these two schools.

The John Catlin, the Madison, the McKinley (20 classes), the Lafayette, and the Robert Treat schools were made alternating schools. This action accomplished the various desired objectives, and provided suitable, adequate, and sufficient accommodations. The continued growth since that time of the Central Avenue and Warren Street, the Franklin and Webster, the Berkeley, the Alexander Street and Lincoln schools has changed a very satisfactory condition into one that makes necessary the resumption of building operations as soon as conditions permit. These schools, with the exception of Central Avenue, can not be placed on the alternating plan, for the buildings can not be adapted for the purpose because of structural or other difficulties. There must be additions to the Franklin, the Berkeley, and the Lincoln schools to provide the needed accommodations. The Central Avenue School should be made an alternating school in September 1919. This would relieve the Warren Street as well as the Central Avenue School.

The progressive policy followed for some years has made Newark famous for the superior character of her school buildings. She has erected a number of buildings notable for convenience and beauty. The Berkeley, West Side, Ridge, Robert Treat, Cleveland, Central High, and South Side High are conspicuous examples. These structures fitly embody the thought that it is well to have children educated under proper hygienic conditions where beauty is a conscious and effective force in the formation of good taste. The general policy has included not only the erection of new buildings, but additions and improvements to old structures. Each year, until war prevented, some one of the dark, dingy, time-worn houses was somewhat modernized or made more attractive. The policy has won approval and commendation.

There should be given increased attention to the enlargement of school house sites to insure good light and adequate playgrounds. Playground space around school buildings, in the congested sections of the city, is becoming more and more desirable and even necessary. Play is now acknowledged to be a great educational means and the increased emphasis placed upon physical training and athletics justifies special effort to improve existing conditions wherever practicable.

CLASSIFICATION OF PUPILS

It is important and necessary that there should be a better organization of the schools if they are to be more efficient. There should be, first of all, a better classification of pupils based on mental age and ability. All children are not born with the same endowment or possibilities; they cannot be made equal in gifts or development or efficiency. The ultimate barriers are set by a power inexorable. There are in the schools tens of thousands of children over age physiologically, but only five, six, or seven years old mentally. The educational system must therefore be adjusted to meet this condition, so that the democratic theory of "equal opportunity" for all may be fully exemplified as well as preached.

There is a fallacy underlying the assumption that all children of a given physiological age must be in a specified grade, else they are to be considered retarded. All studies of retardation are based upon this fallacy, and such studies are valuable only as they reveal the real conditions in the schools. They show the amount of retardation, not the causes and remedies. Consideration of the problem has resulted in mitigating to some degree the ravages of the "marking shark" among teachers. There is now evidence of greater justice in rating children. May it accumulate in great volume until marking ceases to be a factor in retardation. As long as children are admitted to classes any time of the year they wish to enter them, so long there will be retardation and we must accept it. As long as there is immigration, there will be retardation, and we must accept it. The radical and absolutely necessary action is to accept a classification of children according to ability and attainment, and not according to physiological age. Such a classification tends to reduce retardation.

The prevailing system of classification in schools of good standing brings into one class children varying greatly in physiological age. In the same class of an intermediate grade there are often children varying from nine to fifteen years of age. The latter is said to be retarded, while the former is called "precocious," or "smart," or "bright." The presence of the fifteen-year old is a handicap to the nine-year old and the nine-year old is a menace to the fifteen-year old. The latter is made unhappy, is discouraged, and is in danger of losing confidence in himself, for the nine-year old creates a standard which the older child does not possess the ability to reach. These two are often not of the same mental age any more than they are not of the same physiological age. In schools where there are enough pupils, the classification can and ought to be made in accordance with the principle of giving each pupil an equal opportunity for the use of his powers. With careful, close, scientific classification there must also be an adaptation of the work to the ability of the pupils, for the assumption that all can do the same work in the same time is as fallacious as that all twelve-year olds should be in the same grade. The proper steps in the solution of this problem in Newark are: re-classification of pupils in elementary schools, restoration classes in these schools for special cases, coaching classes in high schools, and an increase of Binet classes for those mentally below normal.

At the close of June 1918 the Board of Education concurred in a recommendation for a re-classification of the children in the schools of the city. The action made such a re-classification mandatory. The scheme may be illustrated by considering that there are 120 children of a given grade—4B—in a school. These children are divided into three groups, which for the lack of better names are designated as *rapid, regular,* and *slow.* These designations are used infrequently, for it is invidious and undemocratic to call a child *slow,* or to classify him at all in ordinary conversation or practice. Some terminology, however, is necessary, and the one that is used and adapted to all grades is, for instance, $4B^1$ for the *rapid* or *bright* classes, $4B^2$ for the *regular* or *normal* classes, and $4B^3$ for the *slow* classes. If a teacher speaks of a B^3 class or an A^2 or a B^1 the initiated will know the interpretation thereof. If the 120 children divide equally into three groups of 40 each, it is very satisfactory; if they divide into 35 *bright,* 45 *normal,* and 40 *slow,* that is good. If the number divides into 25 *bright,* 80 *normal,* and 15 *slow,* then one class must have a group of 25 B^1 and 15 B^2, another class of 40 B^2 and a third of 25 B^2 and 15 B^3. The practice of filling up classes with unfit pupils is to be stopped. To illustrate, suppose there are seven classes numbering 35, 38, 39, 36, 40, 37, 35, in all 260 pupils, they are not to be combined into six classes just for the sake of numbers. This has been the custom, and it has reduced the effectiveness of the work. The practice of allowing pupils to skip a grade when they have not done the work of that grade, as well as that of filling up classes is to be stopped. In the first and second grades in schools not large enough to have several classes of one grade, the three groups are to be formed in a single room. Other classes below the fifth grade are to be divided into two such groups for the subjects of reading and arithmetic or such basic subjects as may be selected. The Assistant Superintendents have been directed to give particular attention to this important matter of classification, and through a series of terms, to assist the principals in bringing about a satisfactory classification.

The flexibility and adaptability of this scheme of classification makes it possible for the "bright" children to advance without the handicap of having slow or incapable pupils in the same class. The question will naturally be asked, "Who is to have the bright class?" The answer is that there is to be a rotation of teachers. It is only just that each teacher of a grade should share the joys as well as the sorrows of the grade. The rapid class is to have the privilege of doing three terms' work in two. The rotation of teachers, therefore, will need to be annual rather than semi-annual, unless for good reason the principal and assistant superintendent decree otherwise. No problem is presented by the *regular* or *normal* class, for the school system has hitherto been organized with that as the standard. It does five months' work in five months. The *slow* class may take six or seven months to do five months' work. When a *rapid* or a *slow* class is ready for promotion the Assistant Superintendent is to be consulted and arrangements made for the examination and promotion of the class. Promotions are to be made when pupils are ready for promotion and great care is to be taken to record such promotions. New blanks are to be furnished for reporting classification and promotion facts.

The restoration classes in the elementary schools and the coaching classes in the high schools have been introduced and are to be increased in number, when possible, for the same purpose, namely, to assist the normal pupil who is lagging for any reason on his educational journey. There are and always will be pupils who do not apprehend the instruction given, with whom "mass teaching" is ineffective. These pupils must have the assistance which individual teaching in a small class gives. The possibilities for service in these classes are very great, and it is altogether likely that by their means we may save many children to the schools and to the refining and uplifting influences of education. Thousands of children start the elementary or the secondary work, as you please, with high hopes and resolution. They do not possess the stamina to withstand the rigors of the educational winters. They have no intellectual mentor at home; they lack generations of educated forbears. They become discouraged, lag, and fail. The school must save them, for their parents and friends can do nothing but plead and persuade and hope. The school must act, must offer opportunity, must be skillful, resourceful, successful. They are the children of a democracy that wants them educated.

Classes are to be relieved of the lowest grade of sub-normal children as rapidly as possible. Since the constitution of the state dictates and the intent of the people is, that all children shall be educated, the sub-normal child has rights in the school system. He has the right to be classed with children of his own mental age, to do the work of a program of studies suited to his mentality. Newark has experts, in the school clinic, for the physiological and psychological examination of these sub-normals. It is the aim of the Board to train these children intellectually to their maximum ability, which is usually fourth grade work, and to train them manually, fitting those that are capable for self-support. The classes composed of these children and the schools where they are segregated are to be known hereafter as Binet classes and Binet schools.

The plan outlined is an effort to classify children in the right way, to adjust the work to their needs, and in a spirit as devoted as that shown by the men in the trenches and on the battlefields of Europe to go forward patiently and persistently in an endeavor to make the schools more efficient.

PROVISIONS FOR ATYPICAL AND OTHER TYPES OF CHILDREN

Newark manifests a humanitarian spirit in her provision for and care of atypical children. She has enrolled in her schools, as every large city has, a number that are of very slow mental action. They may be of normal mentality but are not well developed for their years. They are a great drag upon progress and reduce the percentages of promotion. There are many others who may be classed as morally or physically or mentally defective—that is, below normal intelligence, or feebleminded.

The plan of caring for the moral defective, is to transfer him, when unendurable, from one school to another often remote from the home school, where it is hoped a new environment and new associations may, and they often do, effect a reformation. The more troublesome boy of this kind is sent to one of the three so-called ungraded schools. These are situated, one near the centre of the city, one in the western section, and one in the eastern. The two last mentioned schools have gymnasiums, shops, kitchens, and dining-rooms, as well as classrooms. The attempt is made to have the curriculum in the manual arts as well as in the academic subjects well adapted to the needs of the pupils. Children—boys or girls—who are really incorrigible, with the consent of the parents, are committed to the Newark City Home maintained at Verona. This home is not a part of the educational system. It would be advantageous to have it so. To make it distinctly a part of the educational scheme rather than a reformatory institution would add greatly to its usefulness and value, by taking from it even the suggestion of punishment and retribution. The children who are sent to this institution are those who have been sinned against and they are the victims often of vicious or degenerate forbears. The status of the Home should be that of an educational institution, the substitute for the good home and good parents.

The physically defective children are the crippled, the anaemic, the tubercular, the blind, and the deaf. So far no special provision has been made for the crippled, although there are a number enrolled in the regular classes. A teacher has been assigned to teach in the Home for Crippled Children, but this is merely a makeshift. Newark needs and ought to have a day school for cripples, where special care can be taken of them. Their presence in the regular schools is a great risk because of the danger of fire or panic. There are thirteen open window classes for the anaemic, and a fresh air school for the tuberculous. The city pays transportation charges for these pupils, furnishes food to them, and gives them every possible attention and care. There are two classes for the blind, where the most modern and best methods of instruction are used. They have sent two pupils to the high schools where they do very satisfactory work. There are four centres where specialists correct speech defects. There are ten classes for the deaf, all in one school. This arrangement permits the children to be well-graded. Their progress in learning to speak is remarkable. Of the mentally defective, or feebleminded children, there are twenty-six classes in five different centres. The segregation of these classes in special schools permits careful grading. There is need of an increase of these central schools so that the regular schools may be relieved of teaching the feebleminded who cannot be profited by academic study. There are now housed in the Robert Treat School three classes of defectives. A fourth was authorized but was not formed for lack of room. Six or seven classes should be organized in this section of the city as soon as possible. An opportunity will be afforded when the Boys' Vocational School leaves the Wickliffe Street building to fit and use it for a Binet center.

TRAINING FEEBLEMINDED PUPILS FOR SELF-SUPPORT

There are some feebleminded pupils who can not be equipped for self-support. They are the different grades of idiots and the lower grades of imbeciles. The border line of the lower grades of morons, as well as other grades of morons, may be trained for industrial employment. The training will be increasingly satisfactory as they approach the normal. The program of studies for the industrial classes for defectives in the Newark schools includes carpentry and cabinet-making, weaving, brush-making, basket-making, chair-caning, laundering, dressmaking, gardening, cooking, house-cleaning, serving, waiting, cobbling and shoe-blacking. All of these have been taught successfully, and they afford a good general industrial training. It is not clear that the schools can make of these pupils skillful mechanics. The pupils are affected by conditions outside the school and by the necessity to do any kind of work they can obtain. All that teachers can hope to do is to train in a general way for industrial work. The children acquire habits which prove useful and valuable.

To train the feebleminded for industrial employment the program of studies must be based upon the broadest possible sense-training and a wide "experience-training." The poor perceptive and associational powers of the feebleminded, the defective and fickle memory, the slow processes of reaching a judgment, the inability to concentrate will be urged against it. If it is accepted as final, the case is ended. But finality has not been reached in the training of the feebleminded. As yet we have nothing in the way of an organized, co-ordinated, well-defined "experience-training" to be compared with what is needed. A normal environment furnishes the normal child with this fundamental of education. Even for the normal child an intensive course in sense-training and basic experience would add much to his development. How much more then is it needed for feebleminded children! We must provide purposefully and intelligently and systematically sense and basic experiences in very great number. It will undoubtedly prove true that many will not profit, but some will, even though in varying degrees of satisfaction. Those who do well will be the pupils who can be trained for vocational employment.

But, the wisest educational policy, the well organized school, the right program of studies, the best equipment, and the most skillful teachers, and the problem is solved for a chosen few only. Even the best can do only work of routine character, requiring little initiative. They work as machines and need a guiding mind. There are others who cannot be employed in the industries, for they have not mind strong enough to do more than the most menial and most mechanical kinds of work. What shall be done with them? Shall classes and schools be maintained merely to occupy these children until, lacking the care of parents or relatives or friends, they become the criminals and outcasts of society? No. The state must assume responsibility.

There must be a state policy, well carried out. The conception underlying the American educational scheme is that *all* shall be educated. If a child be able to learn much or little, *that* should he learn. His learning should be to some purpose. For the feebleminded child that purpose must be self-support, if possible, even though in the humblest manner. If society will not give him work, the state must. Several states have established homes for the feebleminded and colonies where farming is carried on by them under direction. This points the way. If the state may establish farms where custodial care and home comforts and supervised work are provided, why not factories, laundries, bakeries, and other institutions, where under like conditions those too feebleminded to care for themselves may help carry the load of the state by earning their own way. This will be less satisfactory and less valuable than the life in the open, but it is necessary to help the feebleminded. There may be several reasons advanced against such a plan, but they are not valid from any other than a purely selfish standpoint. In a democracy there must be not only equal opportunity, but a measurable distribution of the comforts and blessings and happiness of life. The state seeks to protect all against ignorance, delinquency, disease, vice, and dependency. Her chief and most effective method is by education. She must herself attempt regulation and bear the greater part of the burden, receiving such assistance as the beneficiary may be able to render.

DEPARTMENTAL SYSTEM OF INSTRUCTION

Another adjustment making for greater efficiency was the introduction of the departmental system of instruction in seventh and eighth grades. With the establishment of Junior High Schools in September 1917 some principals were given authority to organize these upper grammar grades on the departmental plan. The experiment was successful and met with widespread approval so that it was later made compulsory for all subjects in the seventh and eighth grades and voluntary for the fifth and sixth grades for the special subjects of drawing, music, and sewing.

was not intended that special teachers should be appointed to teach these special subjects, but that teachers who could best teach them should be assigned to the work, as teachers were assigned to academic subjects in the upper grades.

The classroom system causes loss of time for the essential subjects. This system is adapted to small schools but not to the complex condition now existing in large schools. The introduction of physical training and shop work into the elementary schools upset the program of lessons in other subjects and complicated the whole scheme of instruction. To illustrate, the time required for physical training is one hundred fifty minutes per week; the time for shop work, ninety minutes per week. The boys went to the gymnasium for one hundred fifty minutes, while the girls were taught in the classroom by their academic teachers; when the girls went to the gymnasium for the same lesson, the boys were taught by the academic teacher. The same lessons in the essential subjects were thus taught twice, causing loss of time. The sewing, cooking, and woodwork caused the same objection in regard to use of time. When the period for woodwork and cooking happened to be the same, the academic teacher had no lessons to teach, being idle one and one half hours. It was clear that this loss of time and energy could be prevented by using the departmental plan of instruction instead of the classroom plan. Beside, under the classroom system of instruction, each elementary teacher taught arithmetic, reading, spelling, grammar, composition, geography, history, drawing, sewing, physiology and hygiene, elementary science, civics, music, penmanship. This program of work was too comprehensive and too taxing. It demanded too much for one teacher to prepare. The departmental plan reduced the number of subjects for any one teacher and so tended to increase his efficiency and success.

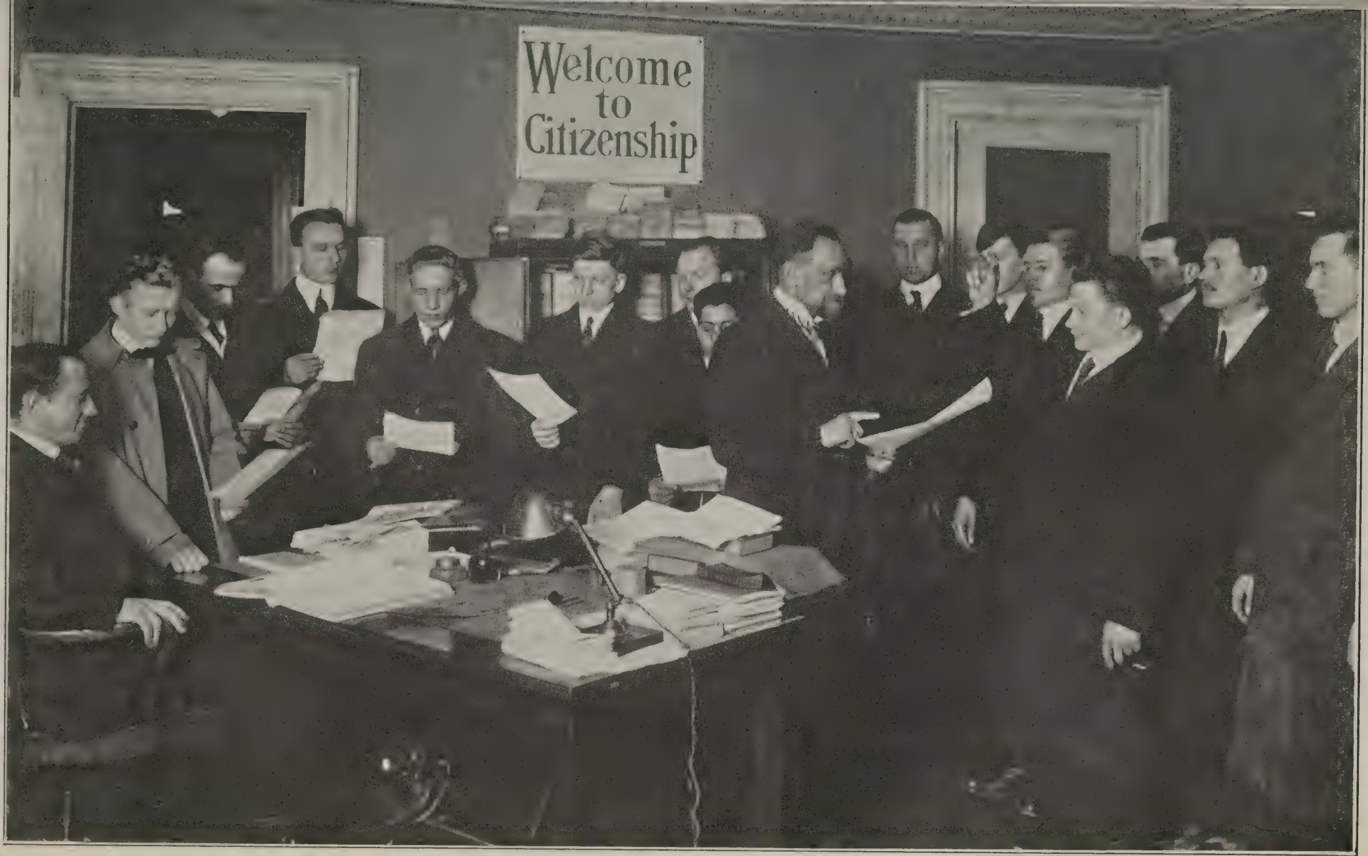
One of the chief advantages of the departmental plan, especially in the seventh and eighth grades, is the opportunity it affords the pupil for adjusting himself to a system suited to his age and development. It seems a better time to make the adjustment than to wait until he is in the high school.

Elementary and secondary schools are not as closely articulated as they should be. They differ widely in organization and class management, so much so, that there has come to be what is known as the "gap" between them. Retardation in the lower classes of the high school is due, in some measure, to this mal-adjustment.

The departmental plan tends to diminish the mortality in the high schools and to reduce the retardation. Further, it necessitates giving the required time to all the subjects. There is a time for everything. No subject is neglected. The program is fixed and it is carried out each day. The plan tends to make the pupils more independent of the teacher and results in greater concentration of mind on the part of students. The plan means promotion by subject, and pupils knowing this will apply themselves, for they feel that they will need to do so to be promoted. The added elasticity in this respect is an adjustment that will make for greater efficiency.

ALTERNATING SCHOOLS

Better classification and the departmental system of instruction contribute much to the elasticity of the school system. In addition there must be different types of schools to serve the masses of children now and in future to be educated. These children have varying needs and the old type of school with its inflexible scheme of classification and organization and its dilettanté way of teaching the manual arts is destined to lose caste. It has been found wanting, and the handwriting is already on the wall. The alternating school—of which the Cleveland School is an excellent type—with its flexibility, its special teachers, its experts in the essential subjects, and its greater opportunities of training in the manual arts is here. Its superiority will be generally acknowledged and will place it in front rank within a decade. This type of school is not a finished product sprung Minerva-like from the brain of Jupiter. It will need to be developed and to be adjusted. All the criticisms hurled at



EVENING SCHOOL STUDENTS FILING FIRST CITIZENSHIP PAPERS AT NATURALIZATION OFFICE,
ESSEX COUNTY COURT HOUSE.

it by its critics and enemies have been criticisms of its maladjustment and not of its fundamental purpose and plan. It is clear that it has greater possibilities than any type of school yet evolved and that it is destined, if properly supported, to render public education more serviceable.

Since the last report was published Newark has added six to the two schools of this type then in existence—the West Side, the McKinley, the Robert Treat, the John Catlin, the Madison, and the Lafayette schools.

ALL YEAR ALTERNATING SCHOOLS AND ALL YEAR SCHOOLS

The alternating in combination with the all year plan makes a school of a very unusual type. Newark has increased her all year schools to seven. Two of these are special schools—the School for Tubercular Children and the Boys' Vocational School. Of the other five, the Belmont Avenue and the Newton schools are on the regular all year plan while the Abington Avenue, the McKinley, and the Lafayette schools are on the all year alternating plan. To the casual observer the all year schools of the regular type appear to be merely good schools of the usual kind. They differ in that they do forty-eight weeks of work every year, graduate four classes, and are reorganized four times during the period. The second type, the all year alternating, of which the Abington Avenue is the oldest, combines the best features of both these innovations. In these schools the day begins at 8:30 and closes at 3:40 with an average period of about an hour for luncheon. The daily time for individual pupils above the third grade is six hours, while in all year schools of the first type it is five and a quarter hours. The all year alternating school is divided into an "X" and a "Y" school to provide for the alternation, the same as the regular alternating schools.

Both of these types of schools have manual training and printing shops, sewing, cooking, drawing, music, and science rooms, gymnasium and playrooms—two or more in a building,—auditoriums, gardens, and one a cobbling shop. In ordinary schools manual training is taught one period a week, sewing one, and cooking one,—the latter in certain classes only,—drawing an hour a week, and music ten or twelve minutes a day. Science is a failure in these schools, but in alternating schools it is a success. In the alternating schools all the subjects mentioned above have a period a day in cycles of twelve weeks each. The educational opportunity is thus immensely increased and a greater degree of skill is acquired by the pupils in all the manual arts taught. The auditoriums are used fifteen minutes a day, or the equivalent, in the ordinary school; in alternating schools they are in almost constant use for singing, for dramatization, for illustrated lectures, for phonographic concerts, for moving picture exhibitions. The opportunities of such a school have a practical value, too, for in the Abington Avenue School the produce raised in the garden—eleven city lots, 25 by 100 feet each—is canned by the girls in the domestic science room. The boys of the school are taught cobbling and are able to earn money by their skill. The alternating plan adds to the advantages of the regular all year plan great flexibility in the school organization and enriches the curriculum by play, auditorium features, and the special activities of laboratory, shop and studio, providing the children with instruction in manual and other arts that is really worth while.

The all year schools have been in operation long enough and the evidence is sufficiently convincing to assert that the experiment has been successful. As the plan is improved from time to time there will be an increasing satisfaction in the conduct and development of these schools. They have met a vital need.

Attendance of pupils and service of teachers in these schools in the summer are voluntary. If teachers in a certain school do not care to teach during the summer session there are always a number of experienced teachers of given grades from other schools who are glad to accept the positions. The testimony of the teachers almost without exception is that there are no detrimental effects upon their health. They say it has not been impaired by the extra work. Some say that they return to school in September somewhat lacking in the buoyancy and freshness characteristic of those who have had two or three months' vacation. Others say they prefer to teach in the summer, not only because of the extra salary, but because the long vacation is tiresome and they have no regular work to do. Therefore, it seems to be demonstrated that the health of pupils and teachers is not injured by the summer work.

Following are some of the criticisms of the all year schools and answers thereto:

There is too much extra clerical work for teachers, due to the frequent promotions. For this there is a remedy easy to find.

There is too much work to be done in three months. The speed is too great, exceeding the capacity of children to assimilate knowledge. It may be remarked that children assimilate readily that which interests them and that which they can use. There should be an examination of the subject matter and the method of presenting it before giving great weight to the criticism.

The re-organization necessary July 1 is a weakness. At this time the twenty-five per cent of the pupils who do not wish to attend drop out, leaving the seventy-five per cent who do attend. There seems no satisfactory plan to avoid this. Further study may develop one. It is notable that the capable and interested pupils remain. There are no disciplinary difficulties, for the capable pupils stay to work.

Frequent promotions prevent teachers from becoming well acquainted with their pupils. In the lower grades teachers keep their classes several terms; in the upper classes, teachers have the pupils through successive grades in a specified subject.

It is claimed by unfriendly critics that the longer day in the all year alternating schools is too taxing for children. There are ten recitation periods of forty minutes each, the grammar grade and fourth grade pupils devote nine of them to school work,—five to academic, two to shop, one to assembly, and one to gymnasium; second and third grade classes have eight, and the first grade, seven. The criticism is unwarranted, for the diversity of interest, the change of environment, and the appeal of the work to the children makes it so attractive that it is not burdensome. Patrons of the schools have accepted them with their long hours, approved of them, and expressed appreciation of their educational advantages.

The all year schools are not well articulated with the high schools. This has been true even of elementary schools of the regular type.

Pupils graduating December 1 and March 1 are admitted to special classes where they are kept together, studying only two subjects, until they can be absorbed into the regular classes February 1 and September 1. This is a makeshift. The criticism is justified and can be removed by having an all year high school.

The advantages of all year schools are many, and are greatly in excess of their disadvantages. The latter are only handicaps which adjustment and wise management and good administration may remove. These schools have been fully appreciated in the industrial sections of the city, where they are undeniably successful and popular. It is in these sections that they are a blessing, for the children do not leave town in the summer in any large numbers.

With the peace which closes the World War, reconstruction begins and the new era opens. The great service of the American school to the nation and to the cause of democracy will be more and more realized and appreciated. With this there will be an insistence that the school shall give greater service, more diversified service, service to all the youth—not merely to the intellectuals—of the nation. This cannot be done with hosts of children withdrawing before they have finished the sixth grade, nor can it be done upon the theory that elementary education is a preparation for the college preparatory work of the secondary school. To do it the children must be kept in the schools; they must get through the elementary schools earlier than is now usual. *They must be educated in secondary schools for their life work rather than for college admission.* Some must be educated in practical arts, some in mechanic arts, some for commercial pursuits, some for academic distinction and leadership. The goals must be more clearly recognized and more earnestly sought. The all year school will prove of great importance in this already inaugurated program of service. If widely introduced the all year school will be of great assistance in the prospective development of this service, for it will enable pupils to finish their preliminary work and to start two years earlier the intensive work designed to make them efficient as men and women and as citizens of a nation that has given her blood and her treasure to make the world safe for democracy and hopes to make democracy safe for the world.

PHYSICAL TRAINING LAW AND THE LONGER SCHOOL DAY

The war caused the people to take an inventory of conditions affecting the body politic and stimulated legislatures to action in providing for the general welfare. The Legislature of New Jersey voiced the prevailing sentiment of the people when it passed a Physical Training Law and made it compulsory. The law provides that one hundred fifty minutes per week shall be given to physical training and divides the work into two phases,—informational and practical. The latter includes setting-up exercises, games, dancing, marching, calisthenics, gymnastics, and athletics. The purpose is to insure physical development and to conserve health and strength so that the nation may have men and women of strong bodies, steady nerves, and clear minds. It is not a military measure, for no provision is made for military training. The Legislature and the state leaders of New Jersey were not stampeded by the militarists, but were wise in their action in providing for adequate compulsory physical training, leaving to future necessity whatever military training may be necessary for the young men of the state. The new law required no great changes in our schools because for more than a decade we have been giving the kind of training called for.

The physical training work has for its direct purpose improvement in the posture of pupils, in order to make it possible for all the vital organs to perform their functions without restriction. The various systematic exercises are to develop grace and vigor, and to promote digestion, assimilation, growth, development, and power of endurance. Many of the grammar schools and all of the high schools have gymnasiums. Apparatus work is thus made general alike for boys and girls. Dancing and games constitute an important feature in the physical training. This insures an element of enjoyment which adds greatly to the value of calisthenics and gymnastics. Athletics is now an important part of the work. The various field and track events are practiced by the several schools for an annual meet held in June of each year. The purpose is to get the largest possible number of pupils interested in these events so that the benefits may be general. In addition, schools have senior and junior baseball and soccer leagues which play series of games for the championship. It is gratifying to realize that we have made such satisfactory progress in our work in physical education. The important change made by the state law was to lengthen the school day one-half hour to provide for an increased amount of work.

WAR ACTIVITIES IN THE SCHOOLS

Great demands in the way of war service have been made upon the time of the schools. The compensation for this and for the energy spent has been the development of a spirit of intense patriotism among teachers and pupils and the recognition on the part of the state and national governments of the place and importance of the schools. It is significant, too, that much attention and interest on the part of the people have resulted from the War Activities in the schools. Next to the appropriation of money it is the most important evidence of the belief of all in the schools. It was good for teachers and pupils to be invited to serve and for them to give service. The lessons taught and learned are not less valuable than those from books.

The War Activities included the Liberty Loan and War Savings Stamp drives, Red Cross campaigns, food conservation, fuel conservation, war gardens, farm labor enlistments, Belgian and Armenian Relief, Y. M. C. A. and Allied War Work drives, Junior Red Cross Auxiliaries, as well as many other forms of relief work such as knitting bees and the adoption of war orphans by teachers or faculties.

The Liberty Loan campaigns were in charge of committees of which Assistant Superintendent J. Wilmer Kennedy was chairman, and were carried on intensively by means of talks by Mr. Uzal H. McCarter, Chairman of the Liberty Loan Committee, by the Superintendent of Schools and others in auditoriums and classrooms and four-minute speeches by the pupils. Compositions were written by the pupils and literature distributed in the homes. A great response came to the appeals as shown by the fact that the subscriptions secured through the schools reached the enormous total of $1,232,900. Many of the pupils in the upper grades and in the high schools have become bondholders and an opportunity has been given to teach valuable lessons regarding investments and income.

Closely related to the Liberty Loan campaigns have been the Thrift and War Savings Stamp drives with their resultant effects in the teaching of thrift. From January 1 to July 1, this work was in charge of Mr. Robert D. Argue, Secretary of the Board of Education, during the summer it was in charge of Mr. Warren O. Hager, principal of the Warren Street School, since September 1, it has been in charge of Assistant Superintendent Elmer K. Sexton. Some of the schools have made remarkable successes with this campaign. The South Side High School sold stamps between January 1, 1918 and January 1, 1919 to the value of $21,638.51. Hawthorne School, Madison School, and Cleveland School won great credit with sales of over $10,000 in each. The total sales in all the schools from January 1, 1918 to January 1, 1919 amounted to $256,156.58.

Not only has the response been generous to campaigns that meant investment and savings, but the appeal for gifts to special war activities has met with a like response. Teachers and employees of the Board of Education gave a total of $22,676 to the Red Cross and the campaign for membership resulted in practically 100% in every school.

A collection for the Surgical Dressings Committee amounted to $3151 and a collection for Armenian-Syrian Relief to $4205.50. Y. M. C. A., Knights of Columbus, and War Camp Community drives resulted in contributions amounting to $12,000 and the recent United War Work campaign brought $12,260 in addition to $23,459.15 which the Victory Boys and Girls in the schools have pledged themselves to earn and give.

In thirty-five of the schools, Junior Red Cross Auxiliaries have been formed with a total membership of over 35,000. Before an auxiliary can be organized in a school the membership of every pupil in the school is required and an amount of money equal to $.25 per pupil must be raised. This fund provides a credit for the school upon which it may draw for materials used in Red Cross work. With the consent of the schools 10% of the fund raised, or the sum of $496.00 was voted to the sufferers from the Morgan explosion.

In addition to the above the domestic art classes had completed in June, 1918 over twenty thousand articles for war relief work, as shown by the following table:

WAR RELIEF WORK DONE BY THE DOMESTIC ART CLASSES OF THE PUBLIC SCHOOLS ENDING JUNE, 1918

Dress skirts (women's)	72
Petticoats	37
Dresses (girls')	102
Waists	63
Drawers, pairs	64
Black aprons	30
Sweaters—Jersey cloth	26
Caps and hats—woolen	113
Slips and dresses (infants')	410
Flannel shirts (infants')	182
Socks and bootees (infants')	221
Wrappers (women's)	30
Nightgowns	35
Capes with hood	60
Waists and skirts	24
Refugee garments	100
Wool raglan coats and caps to match	20
Eiderdown blankets (infants')	30
Coats and sacks (infants')	234
Cambric shirts (infants')	379
Hemmed squares	1,372
Hospital boots	30
Bath robes	34
Bed shoes, pairs	18
Medicine glass covers	227
Bandages	225
T-binders	381
Dressing cases	167
Surgical aprons	18
Doctors' aprons planned and cut	6
Housewives	701
Knitted articles	2,871
Posters	555
Hospital bed shirts	167
Leggings, pair	12
Hot water bag covers	200
Arm slings	437
Bandage winders	44

Compresses	3,500
Bags	5,796
Surgical aprons planned and cut	683
Hospital pillows	1,060
Peter Cooper rings	9
Woolen knitted quilts	100
Tables—3 ft. by 8 ft.	12
Filled 800 housewives	
Strung 71 gross buttons	
Wound 3,000 cards of cotton	
Made 5,000 buttonholes for Red Cross garments	

An equal number of useful articles which will be sold in a Red Cross Bazaar have been completed in other manual arts classes.

Among the war activities, mention should be made of the special food conservation work done in the schools under the direction of Assistant Superintendent Shirley during the summer of 1917. Beginning in July and continuing through August four educational centers were in operation,—at Barringer, Central, and South Side High Schools, and at Lafayette School,—morning and afternoon for five days each week. The Girls' Vocational School was used as a conservational center for the same period of time, and the work was continued in the afternoons through September in order to give the girls full benefit of the special instruction.

At the educational centers women were taught the best and most economical ways of canning fruits and vegetables. Lessons were also given in preserving fruit juices for jelly making and beverages, in drying fruits and vegetables, in making corn meal breads, economical cakes and desserts. Various other important phases of the conservation work were efficiently taught.

The 352 women attending displayed great enthusiasm, some of them even organizing groups for women in their neighborhoods whose family affairs precluded their attendance at one of the educational centers. A record was obtained of 21,262 containers that were put up by the women in their homes. This is believed to be about twenty-five per cent of the actual number of jars conserved in the homes of those receiving instruction at the centers. It would be difficult to obtain an exact measure of the educational value of the work done at these centers.

The educational side of the project, under the direction of Miss Mary L. Caufield, Supervisor of Domestic Science, was further developed in the summer schools where 724 containers were filled in the course of the instruction given.

The conservational center of the Girls' Vocational School was under the direction of Miss Griselda Ellis, Principal of the school. The work was established on a patriotic basis and every woman who gave a portion of her time was made to feel that she was directly contributing to her country's need.

During the eight-week campaign 135 public-spirited women gave their services for a whole day or half a day each five-day week in helping to conserve food. 8,425 containers were filled by these women at the center and retained as the property of the Board of Education.

Close cooperation with the school gardens was maintained during the whole period. Mr. Warren A. Roe, Supervisor of Home and School Gardens, and his corps of assistants gathered the crops from the school gardens twice a week and sent them to the centers and to the summer schools. Of the vegetables canned at the various centers, 1,028 jars were produce from the school gardens.

The food conserved at all the centers was sold to the students, to outside individuals, to the managers of the various school lunch rooms, and to the manager of the Soldiers' Training School at the Central Commercial and Manual Training High School. Such fruits and vegetables as were suitable were used in the classes in domestic science.

Through the kindness and cooperation of Mr. Edward W. Scudder, Chairman of the Food and Production Committee of the Mayor's Committee on National Defense, several hundred registration cards were provided. In addition, Mr. Scudder supplied several hundred letters announcing that Newark, through its loyal and patriotic Board of Education and cooperative organizations, was ready to help the women of Newark in the education of food conservation.

In addition to articles appearing in the daily press, hand-painted posters were made by students of the Fawcett School of Industrial Arts. Two sets of moving picture films were made by the Pathe Studio. These were shown in one hundred forty-one cities in the United States in connection with Mr. Hoover's propaganda.

The excellent results obtained in this war activity reflect great credit upon all who were concerned in its inception and management. The spirit of cooperation and the enthusiasm of the workers were worthy of the highest commendation.

Collections of books and magazines for the use of soldiers have been made in the schools and 20,000 text books have been forwarded through the Free Public Library for use in camps and cantonments.

Seventy-one pupils of the high and grammar schools enlisted in the army or navy and twenty-six teachers entered some branch of the war service.

The tangible results of the war activities in the schools are likely to be permanent. The physical training work is a part of a national health and efficiency campaign which will result in the development of a larger and sturdier physical American. Not only will venereal disease and alcoholism receive intelligent treatment as a warning but sex health will be taught as an affirmative measure for national well-being. These are fundamental needs. Other phases of the programme will be the expanded work in mass athletics, insuring to all, not to the stars alone, the exercise and the physical and resulting mental development comparable to some degree to that of the ancient Greeks. The thrift habit will be strengthened and made permanent by the establishment of school savings banks, which will eventually change America from an extravagant, prodigal, and wasteful nation into one where frugality is a prominent trait. The usual types of work in the schools have been vitalized and motivated as never before and this is a result of great value. In the school gardens have been grown the vegetables canned in the school kitchens and this supply of food has been used in schools where penny luncheons are served and in the special schools where food is provided. The making of garments in the domestic art department has made the instruction very practical. The collection and selection of information in preparation for the four-minute speeches and the delivery of these speeches have been remarkably stimulating and successful in teaching the mother tongue.

The study of the war has made evident facts of great moment; first, that ancient history should be relegated to the colleges where the mature student may expand his knowledge by the study of the remote past; second, that the attempt to teach in detail the European background of American history to children from eight to twelve years of age is a mistake. What is needed in the elementary schools of America is the teaching of American history as the unfolding desire and constant effort for freedom, the events marking the successive steps in its achievement—that for political freedom culminating in the Revolutionary War, that for personal freedom culminating in the Civil War, and that for industrial freedom culminating in the World War. The effort to teach history as an encyclopedic mass has failed in the American schools, and the new revelation will change our practice. The one great result of the war study will be a rational purposeful treatment of American history with the object of making American citizens realize and appreciate the tremendous significance of America in the progress of mankind. A new emphasis and a real purpose has been given the study of civics, economics, and sociology in secondary schools. All the theoretical phases of these studies will be relegated to the colleges and vital facts which bear directly upon the life of today should and will constitute in greater measure the matter of instruction.

The war activities have convinced many teachers that students posses latent energy and ability which has not hitherto been used, that the initiative, common sense, and reliability of students are assets that should be more generally used in the school. The passive student drinking in knowledge in designated drafts with an autocratic pedant to dispense them has been the age-old ideal. The war activities have brought a new type to the fore, that of the energetic, responsible, cooperating student, developing his powers through active participation in the educational work furnished by the school and managed by a liberal and broadminded educated *man* or *woman*. These activities have developed an ideal of the inter-dependence of the peoples of the world, an ideal of the duty and pleasure and value of service, and an ideal of patriotism that is not academic and hazy but vital and clear and impelling. The War Activities have stimulated the schools and have made very clear new methods of procedure and new aims to work for.

SOURCE MATERIAL AND THE INDUCTIVE METHOD OF TEACHING

At this time more than ever before, theories of all kinds are under discussion to determine their validity and value, and institutions are under investigation to discover their return in service for the vast expenditure for their maintenance. This is especially true education. A brief survey of methods of instruction is, therefore, of interest and value.

It is undeniably true, although not universally approved, that one main feature of modern educational procedure is to enrich the courses by the use of valuable informational and cultural material, not alone of the past, but of the present; another feature is to develop powers of observation, inference, and judgment by the use of the inductive method—the basis of all modern progress and, especially, of the scientific advance of the last fifty years. The indictment of a lack of thoroughness is often made against the schools, the claim being that the old time methods produced better results. All the evidence available contradicts such an assertion. It is patent to the least observing that children in these days are better informed, have wider interests, have more power to judge, to form opinions and to discuss all matters of public and private interest than children trained under the old regime.

A survey of the methods of instruction by the Superintendent to discover the use of source material and the inductive method, caused the preparation of a report by him on types of work, compiled in large part from statements of representative teachers of the school system. It is of more than ephemeral interest in showing the character of the instruction in the schools, and presents a striking contrast to "learning lessons from a book" in vogue a generation ago. A brief summary of the methods used in the elementary schools and a few excerpts from the survey bearing upon methods in use in the high schools will be sufficient to show the salient features.

SUMMARY OF METHODS IN ELEMENTARY SCHOOLS

Whenever possible a lesson is based on personal investigation and the text book is supplemented by the use of the daily papers, pictures, material from the Library, weather maps, stereopticon views, and lantern slides. Frequently the classes visit places in and near Newark to study some form of industry or of civic accomplishment. The reading lessons and historical events are often dramatized. In the composition work the narrations, expositions, and descriptions are taken from the pupil's own experience. Debates upon questions of history or civics, or the questions of the day are held, pupils preparing themselves with care. The subject of business letters and notes is introduced by using the affairs of the class; as, letters regarding class pins, requesting government pamphlets, and similar matters. These letters are read in class, the pupils making criticisms and suggestions. The pupils discuss editorials relating to local and to national affairs, and make much use of magazines and newspapers in all lessons. Cartoons are planned and drawn by the pupils, increasing the interest of all. Extracts from the best sources are often read to the class. They do much towards rounding out the pupils' ideas of subjects under discussion. Literature and oratory are correlated with the history. The use of patriotic poems and of state documents and of the great speeches of national orators helps very materially to form correct ideas of important events. Reference books and periodicals are very freely used. Pupils in some classes have found it interesting to keep a scrap book—one part for geography, others for travel, inventions, literature, history, noted men, congressional legislation. Reports on information thus collected are given in class meetings.

Source material is frequently used in teaching arithmetic; such as, deposit slips and blank checks, building and loan shares, sample certificates, annual reports of various associations, deposit slips, a cancelled mortgage and its accompanying bond, blank mortgage and bond, cancelled chattel mortgage, miscellaneous current literature advertising mortgages on real estate, bonds of various kinds, the financial page of daily newspapers. Pupils pretend to buy stocks and bonds, sell them, buy them again, using prices quoted in the daily papers. Pupils discuss reasons why some stock is selling above par and other stock below. Newark Public Service Stock, municipal and other bonds are discussed. The textbook is not referred to in the best teaching until such presentations, as the above indicates, have been made. In the teaching of taxes, the itemized city expense list, which may be had at the Tax Collector's office, is often used. This list gives, for example, the amount of money needed to run the city. The expenditures are discussed, particularly those of the schools. The cost of running the Fire Department for one year, the Police Department, the City Hospital, the interest on bonds, and other municipal matters are discussed. Through this tax list the pupils are awakened to the fact of what taxes really are and why the rate becomes high. Problems are made out from this source; for example, what per cent of the city's expenses is the school expense?

EXCERPTS SHOWING HIGH SCHOOL PROCEDURE

A large part of the teaching of English is done by the inductive method. Grammar is taught more through the use of the blackboard than of the textbook. The forms of composition and the principles of rhetoric are taught directly from the literature the pupils study, the formal study of rhetoric serving only to emphasize facts already established and to furnish additional illustrations. Lesson assignments in literature are made with the development of the judgment of the student in mind. He is trained to select material and is forced to make comparisons in reaching conclusions.

The work of the several grades in English is distinguished by specific uses of the inductive method. The 1B's are asked to report on the manners and customs of the ancient Greeks and on famous contemporaries. In both cases it is the intention that pupils shall use, wherever possible, more than a single source. The rapid survey of American literature which forms part of the 1A term is based on the reading of several volumes and on class reports, and not on any one text. The 2B term involves a cursory analysis of Roman history, based on no stated text. The required work of this grade is the reading of several of Shakespeare's plays for the purpose of drawing conclusions as to his methods of portraying character, of unfolding his story, of pleasing the audience that saw his plays, of suiting his dramas to the theater building of his time. Conclusions are given to the class in the form of reports by individuals. In the 2A grade the course requires the reading of several novels of various types. The history of fiction, divided into numerous topics, is discussed by pupils in this grade as a result of independent investigation. The 3B term offers an excellent example of the use of sources, as shown in the study of newspapers, magazines, and advertisements. The class work is entirely inductive in character, and is based on the independent analyses of subject matter made by students. The 3A term offers an instance almost as good in the study of contemporary drama, which involves the reading of different plays by different members of the class and the discussion of the conclusions they reach. The manners and customs of four eras in English civilization form the subjects of reports in the 4B term. The 4A's, aside from their vocational themes, which are altogether independent in character and are written out of a large mass of considerably varied material, are required to undertake a simple literary investigation, calling for the power to form conclusions of their own. The whole senior year may be said to be inductive. Students read the history of English and of American literature and at the same time study selections from English and American poetry. They are encouraged at all times to form and express individual judgments including judgments contrary to those of the teacher.

Some of the subjects taught inductively are current events, current literature, outlines, the message of various authors, style, figures of speech, composition, grammar, principles of the short story, drama and the like. The increasing use of the school and city libraries, in connection with these and other topics, develops powers of generalization in the three vital phases of all work in English—investigation, arrangement, and presentation.

The policy in commercial subjects is to develop the reasoning powers of the students by as great a use of practical business problems as may be possible. A considerable portion of these are, necessarily, theoretical problems presented through the medium of textbooks. To illustrate, the work in Bookkeeping is largely based on specially prepared source material which forms a part of the author's development of the subject. As great use of other source material is made as time will permit. Actual experiences of the pupils in store purchases and in home affairs are used, if pupils are willing to mention them in class. This includes such items as keeping account as treasurer of a club or society, and the keeping of household accounts.

In the History of Commerce and Commercial Geography classes, an effort is made to use sufficient current matter to add interest and keep the subject up-to-date. In teaching the latter subject, especially, the use of source material is common. Industries are visited; city officials and others are interviewed; conditions in the streets and homes are noted,—thus, statistics and facts are collected and compared. This is necessary as there is no textbook for use in the half term devoted to Newark Study. During the remainder of the year research work is done in the Free Public Library.

CONTINUATION CLASS IN SHOP MATHEMATICS AT THE WESTON ELECTRICAL INSTRUMENT COMPANY, NEWARK, N. J.

In Commercial Law, the case method is employed to a considerable extent. When possible, cases coming under the personal notice of the members of the class are considered; such as, court cases, real estate transfers, organization of new corporations. Commercial Law in one of the high schools is taught by means of a book containing over four hundred cases. These are printed on cards, which are given to the pupils during the recitation in order to provide practice and drill in applying the principles of decisions which they have studied in the textbook. For homework, about forty typewritten lessons are also used, each containing from five to tên cases. This practice is very valuable in developing powers of generalization. The pupils obtain a grasp of the subject that is impossible under the old "straight-reading" method.

The term "source material" cannot be applied to anything with greater truth than to well chosen texts for the study of a foreign tongue. They certainly contain the linguistic facts and principles with which students must deal. Pupils are required to read foreign books independently and to write reports on each book read. The more advanced students are sent to the library and allowed to choose books to read. This practice is successful except that at times pupils select books not suited to them. However, they come to feel that they can read the language they are studying and are gradually gaining a mastery of it. In the higher grades the pupils often compare different drafts of the same poem and decide which one pleases them most. Copies are obtained in the school library. Pupils are required to write original paragraphs in the foreign tongue, to praraphrase the text, to read it in a different tense—in short the pupils use the language for themselves. In case of a modern language, the language is used in the classroom and pupils are urged whenever possible to talk it with their acquaintances who speak it and to attend lectures given in the language they are studying. In the senior year the notes in the textbook are not used, but others are written and kept by the pupils in a note-book. The purpose in mind in the study of foreign literatures is to discover the history, the political, social, moral, educational, and religious views of a foreign nation from the texts read. By collecting and comparing the leading ideas with those of our own and of other nations inductive reasoning power is developed.

Laboratory methods are employed frequently as an aid in mathematical teaching in the technical schools; such as, estimating, measuring, weighing. These are used in the instruction—carpenter's and draftsman's tools, tapes, building plans and blue prints, technical handbooks and tables, protractors, slide rules, models of the various solids, pulleys, threads, a model of the gasoline engine and a miniature house constructed in the wood shop. Visits are made to factories and to the school power plant. The classes construct models in cardboard, wood, and metal. Boys have made in the shop levels, clinometers, and a crude sort of transit for rough surveying.

First year Algebra in the technical course allows time for inductive work and for applications in the field of house building, metal work, plumbing, machine shop practice, and mechanical drawing.

In Geometry the work is largely composed of courses in original exercises and methods of attack. A few propositions are proved completely by induction. The final form of the proofs of the original exercises is deductive, but those proofs are discovered by the analytic method, which is a form of induction. Having by such an analysis discovered a possible proof or solution, the rest of the work consists in putting it in good form, following sound deductive reasoning. In order to prevent ready-made answers in the preliminary analysis, much of the work is done without reference to the textbook. The textbooks themselves omit many demonstrations. The number of desirable regular propositions in geometry being limited, the major emphasis is placed upon the discovery of proofs and solutions for original exercises and problems. These are carefully graded as to difficulty, so that many of them are within reach of the very weakest student. Some, on the other hand, are of such difficulty as to test the powers of the brightest students.

Deduction plays a very important part in mathematical work, but it is used, in most cases, only after the subject has been attacked inductively. Purely deductive methods are confined to the solutions of important fundamental problems by means of formulae previously demonstrated. For instance, the formulae for the roots of a quadratic equation, formulae for the progressions, the permutations, etc., are developed, thoroughly memorized, and applied.

The text book in scientific branches is primarily regarded as a reference book to be used regularly and constantly but not for the presentation of a given topic. Whenever possible, the lesson is presented in the laboratory first. There the student himself does the work, makes the observations, and, by the aid of questions in the outline and from the teacher, draws his own conclusions. He is expected to obtain the intended result of an experiment and to state it clearly.

On account of the rapid development in Physics and Chemistry it is more and more difficult to assign textbook lessons. Roughly speaking, the "straight-reading text" probably constitutes fifty per cent of B Physics assignments and not more than ten per cent of A Physics. Four periods a week in experimentation in the laboratories are required in Chemistry. In all branches of science the inductive method is preeminently in use. Our schools are very much up-to-date and progressive in this field of knowledge.

Newark students, on account of the varied manufacturing industries, are, for the most part, well supplied with material to be used as the basis of inductive lessons. Excursions to industrial plants or scientific exhibitions are taken and from these observations are made which become bases for first hand work. Topics for investigation are assigned to students who have special opportunities for observation or who have special aptitude in some division of the work. Sometimes this can be no more than a study of other books than the text, but usually it is a study of machines or processes with which the student has had actual contact. Reports in such cases are required of the students. The laboratory equipment and facilities and the school libraries are some of the adjuncts to the textbook in the science work.

In History, Civics, and Economics the schools are not at all bound to the textbook for material. The practice, however, varies somewhat with the grade of work. In the second year, the textbook is used more than in the third or fourth, on account of the immaturity of the student. The school library is used much in these years. Periodical material and newspaper clippings are collected in great abundance. The work throughout is organized in a series of problems with the hope of securing interest on the part of the student.

In History, aside from the textbook work in class, students are required to read at least three hundred pages outside the class, *not fiction.* Readings in various collections of source material are assigned. In this kind of historical study, the amount in each case is adjusted, in so far as it is possible, to the need of the particular student.

The use of source material is most helpful if students have first secured a fairly clear background of the history of the period with which the particular material is concerned. Of course, the real purpose of studying the material out of which history is made is to get from the student a reaction which the textbook does not give.

To illustrate the method used, the student may study in the textbook the debate between Hayne and Webster and may have an understanding of the events that led up to the debate as they are narrated by the author, and yet he may fail to perceive its importance in its relation to the drift of opinion over state sovereignty and slavery, may fail to catch somewhat of the thrill of the moment, may fail to experience in his own mind and feeling the tremendous surge of passion and thought of that dramatic occasion. To help the student to get this reaction, sometime in advance of the day the subject is to be presented, a program similar to the following (which was used in one of our schools) is arranged as a class exercise:

1. March's Reminiscences of the Debate. This is a thrilling account of the debate by one who heard it. A part of this is read before the class to create the atmosphere.
2. Presentation of Hayne's Argument. This is given by a student who has read the speech and has prepared with the teacher's help an outline of the important points.
3. Recitation of some of the best parts of the oration. The student receives some training in delivery so it will be effective.
4. Presentation of Webster's Argument in reply.
5. Recitation of extracts from the oration.
6. Crystallizing of the reaction.

Such an exercise enables all members of the class to visualize the better the great occasion; they really identify themselves with it, they become a part of it, and they go away with the impression, which the teacher has had in mind, that when a large part of the nation believed as did Hayne and another part as did Webster, there was in the making conditions out of which civil war was inevitable.

Another example of the use of original sources in American History may help further to show the methods and the aims. In connection with the study of the period of the Constitution, the class may be organized into a state convention for the purpose of considering whether or not to adopt the Constitution. To imagine themselves back in 1788 is not difficult, and they study the debates of the state convention and the periodical literature and letters of the period as though they were participants in the events of the day. The class may be divided into two parties—those in favor of adoption and those against it. Leaders are appointed to look after the organizing of the arguments. Sometimes a public debate between representatives of two classes is held.

In Civics a great variety of material of this nature is used with the same end in view. The works of standard writers are consulted on economic and social problems. Articles found in magazines or books, and municipal, state, and federal reports are read and discussed in order to "develop powers of generalization and inductive reasoning." The work in Municipal Civics is particularly rich in opportunities for induction. The source material is varied, abundant, and scholarly. It is found in great part in the pamphlets published by the Board of Education. It was selected and compiled with excellent judgment by our own teachers; in fact, one of our late teachers of history was a pioneer in this particular field.

In Economics, as typical, every student in one school, in addition to textbook work, is required to write an original thesis on some topic pertaining to the subject, the reading of which will require at least twenty minutes. The material for this work is obtained by investigation from current literature, magazines, reviews, and from the works of standard writers on economic and social problems. Specifically, the following source materials are used in one school, which is typical of all:

1. *Municipal Civics.* Reports of the departments of the city government; articles in newspapers and magazines on the activities in Newark and other cities, reports of the institutions, both public and private. Furthermore, visits are made to a considerable number of the institutions of the city, careful studies of them at first hand are made upon their function, activities and accomplishment.
2. *Greek History and Roman History.* Davis' and Webster's Sources in Ancient History are used. Selections from the translations of ancient authors, translations of inscriptions, letters, and speeches are read.
3. *English History.* Some of the original documents and some works of literature of the several periods are studied; for instance, Chaucer's Prologue to the Canterbury Tales. There is available for class use Tuell and Hatch's Source Book, the most of which is used.
4. *American History.* In the school library are several excellent source books which are very generally used, such as Hart's Contemporaries, MacDonald's Charters, Old South Leaflets, Volumes of Orations, etc. There are several volumes of the Archives of New Jersey.

From the foregoing it is evident that the textbook in the schools of Newark is a means to an end and is supplemented by the use of reference books and authorities in the several branches of instruction. The use of periodicals, reports, and other like source materials is customary. Visits to factories, public buildings, parks, museums are made by many classes in the course of a year in the study and investigation of various topics. Many of the schools possess lanterns and stereoscopes and an abundance of stereopticon views for illustrative instruction. The use of pictures and specimens is common.

In every department of work the teachers of Newark are using inductive methods of instruction and "source material" as distinguished from "straight reading text." The old formal memoriter methods of instruction have disappeared almost entirely from the schools. The effort is made to have children collect facts, to compare them, to draw correct inferences from this comparison, and to record these inferences with precision. Perfection is not possible because the schools teach children. A measure of success is evident when the general intelligence and interests of children are observed. Another measure is their independent individual judgments of public men and of current events. In the upper grammar grades and in the high schools discussions upon political, civic, economic, and moral questions reflect great credit upon students and teachers. Public opinion of tremendous portent is in the making in the schools. The interest is real and not perfunctory; the instruction, vital not formal.

NEED OF CONCENTRATION

Notwithstanding the excellent work done in the schools as shown under "Source Material and the Inductive Method of Teaching," there is more needed *in teaching* and *training* the child than investigation and discovery. Times have changed remarkably in a few years. It was not long ago that a child learned his lessons and did the tasks which were assigned him with less help than is now usual. He seemed more independent. We must remember, however, that the matter of study was simpler then than now and that memorizing was done without a direct appeal to the imagination or judgment or other powers of the child. It is a matter of grave doubt whether the child really gained much at the time. The aim was to store information for future use. As time passed the student apprehended what he had acquired, although it was assumed he had done so at first. The complaint against this procedure caused it to be abandoned and a new method was introduced to take its place. It is now often necessary to teach the same thing many times at irregular intervals.

The heuristic method alone is not wholly satisfactory in training and in teaching children. We need something additional. The memory cannot be ignored, but must be used as well as other powers of the mind. It is my opinion that the new methods of teaching are a great improvement upon the old but that a corrective must be applied to remedy the weakness we all recognize. We must train the child to a greater degree of concentration and develop in him a sense of personal responsibility for the work. It would almost seem to be the assumption that an education can be acquired as the smallpox is caught—by being exposed to it. A child does not expect to accomplish a difficult task. He expects to give time out of school to the many diversions of the day and to attend the school without making much effort to profit by its opportunities and its advantages. The home life of the child and the attitude of parents are, in a measure, responsible. If the child is rightly taught, all the powers of his mind—perception, imagination, memory, judgment, reasoning—will be exercised but there must be on his part the right attitude toward the work and the effort to form the habit of concentration.

It would be helpful if public opinion could be aroused to support the authority of the schools and the reasonable efforts to educate the youth of the country. There is a tremendous loss financially because few believe in the thorough and proper performance of this task. We have been a thoughtless and careless people, not only in spending money, but in other ways. Educationally, it is shown when the public demands that teachers shall teach, but not that pupils shall learn. The inference too often is that if pupils do not learn the teacher is at fault. There must be a sense of responsibility and more application on the part of the pupils. These can come not only through effective efforts of educators but through the growth of a strong supporting public opinion.

This concentration is much needed in the formation of good habits connected with the key subjects of language and penmanship. There is no possibility of doubt on the part of those who know the schools that these subjects are taught better than ever before. The methods in use in that phase of language training known as reading give results in a year which formerly required at least five years to obtain. The reading matter now used in the grades was formerly used only in high schools. In fact, the elementary schools are teaching reading so well that the high schools complain that they "poach upon their preserves." The excellence of the method and the superior quality of the matter used are, as asserted, beyond doubt. There is more reason for the often heard criticism of the composition work of children. A careful study of the causes for these criticisms by those competent to judge will reveal the fact that the disinclination of children to form habits of application and thoroughness has given rise to such criticism. They have a constitutional aversion to the habit of being careful. It is contrary to child nature to be careful. Only by constant inhibition of the tendency to run wild and by painstaking effort to be careful can the right habit be formed. While the schools are working assiduously to this end the varying abilities of children show varying results. It is one of the great problems of education, always present, but never completely and satisfactorily solved. Effort is constantly being made to improve the methods of teaching so that success may be achieved.

COURSE OF STUDY IN LANGUAGE

In the fall of 1917 a meeting of principals and grammar grade teachers with the Superintendent was held for the discussion of a new course of study in Language. There was a very animated discussion and many valuable suggestions were offered. The result was that a tentative rearrangement of the grammatical subject matter of the old course was made and a proposed revision was soon thereafter submitted to the several schools for study, discussion, and additional suggestions. Meetings of teachers were held in the schools and the recommendations adopted were forwarded to the Superintendent. He, thereupon, readjusted and rewrote the composition and grammar course. Upon his recommendation it was authorized by the Board of Education and introduced into the schools.

The material in composition was not changed to any important degree, for the work as outlined seemed to meet with the general approval of the teaching body. There were developed wide differences of opinion on the advisability of teaching grammar in grammar schools. Some wished the study abolished, others felt it should be retained but modified to make it more practical and less technical. This difference of opinion is representative of the discussion among educators which has lasted many years and is likely to continue many more. Few realize that an act of the Legislature is necessary to remove the subject from the curriculum. The underlying truth is that both composition and grammar should be taught, for, though related, they are separate subjects. The suggested changes in the grammatical subject matter may be summarized as: (a) the reduction of the requirements in fifth and sixth grades; (b) the assignment of the subject matter from one to two grades higher than in the old course; (c) the omission of the more difficult and technical requirements of the old course.

The effort to improve the quality of the work in language has been further strengthened by the appointment by the Superintendent of a Committee of Twelve, composed of the following named representative teachers: Mr. Max J. Herzberg, Central High School; Miss Margaret Coult, Barringer High School; Mr. Eugene Musgrove, East Side High School; Miss Lucy E. Swett, South Side High School; Miss Sara E. Tansey, Belmont Avenue School; Miss Grace M. Duffy, Carteret School; Mr. Stanley H. Rolfe, Eliot School; Miss Clara E. Romer, Franklin School; Miss Mary S. DeGarmo, Garfield School; Miss Margaret C. Gallagher, Madison School; Miss Lena L. Day, Moses Bigelow School; Miss Katherine Everding, Robert Treat School. This Committee has been charged with the preparation of a Syllabus in English to contain practical suggestions for making effective the Course of Study. It is confidently believed that improved methods and a new adjustment will secure better results in this very complex subject.

PENMANSHIP

For several years there was no Supervisor of Penmanship in the Newark schools with the inevitable result that the writing of pupils deteriorated. The great diversity of letter forms, the conflict of opinion as to what constitutes good penmanship and how to secure it, and the tendency to give preference to more interesting subjects were among the chief causes for this unfortunate state of affairs. In some schools where there was special interest taken by principals and teachers the work was good, but the interest was not widespread and the variation made the general loss patent to all. In fact, a survey of the penmanship of the schools was conducted under the direction of Assistant Superintendent Elmer K. Sexton and the evidence of needed reform was convincing.

Penmanship is an art, not a science; its product is skill, not knowledge; it is acquired by practice, not study. All children, under competent instruction, may become in time fairly good writers. The ornate writing of a few years ago has given way to plain, simple letter forms wholly devoid of flourishes. It has been standardized by the adoption of what is termed *standard* letter forms. The differences that once distinguished the leading copy books have practically disappeared. The instructions to teachers as to the seating of pupils at their desks, holding of pens, movement, speed, and so forth, are practically the same in all systems of penmanship.

For many years writing in schools, other than business schools, was taught universally by the use of copy books. For ten years or longer, copy books have been largely displaced by loose sheets. That the writing of pupils has been greatly improved by the change cannot be doubted. Teaching by means of the copy book involved the extended use of expensive practice paper, in fact quite as much practice paper was used with the copy book as is necessary without it.

Within the last few years scales for measuring the quality of handwriting have come into very general use. Heretofore the only method of judging handwriting was by the use of vaguely descriptive terms, such as, excellent, good, poor, very poor. In the interpretation of these terms there was not close agreement and the standards were as numerous and varying as the individuals who judged the writing. The adoption of the measuring scale is analogous to the use of a thermometer to determine the temperature of a room instead of the opinions of the persons occupying the room. It is the substitution of scientific precision for untrained judgment, the consensus of numerous competent judges for partial and crude individual opinions.

In almost every school system where there is good writing there is a supervisor to look after it. Today is the day of the expert, and if anything was to be accomplished in improving the penmanship in the schools of Newark, the expert supervisor must be employed. With this consideration in mind, the Superintendent recommended the appointment of Mr. Raymond C. Goodfellow, an able teacher whose name was on the eligible list to teach commercial subjects in the high schools. Mr. Goodfellow has had experience as a teacher of penmanship and has the requisite force and ability to succeed in the larger field.

The plan for securing better writing in the schools embodies a scheme for training and certificating teachers, for in no other way can satisfactory results in so large a system of schools be obtained. Mr. Goodfellow, since his appointment, February 1, 1918, has given a course of fourteen lessons to 505 teachers. About 400 of these teachers have attained such proficiency as to entitle them to certificates. The duties of the supervisor of penmanship include visits to schools to inspect the work done in the classrooms, but his most important function is to train teachers to get satisfactory and commendable results.

SCHOOL MUSEUM

The need of a school museum in a progressive school system is apparent to any student of educational methods. The Museum is as important and as essential a factor in the educational process as is that of the textbook. A museum is the custodian of an equipment that has great and permanent value in the field of instruction. It is an institution subordinate only to the school itself. The demand for material to use in illustrating the instruction in the several branches of the curriculum makes it desirable, and even necessary, to collect rather than to rent it. There is need of a large collection to which additions shall be constantly made, and of an organized, systematic plan of handling it. Individual effort to collect material is not sufficient, for teachers frequently find it impossible to devote the requisite time and attention to the work. The vision of a school museum is not that of a storehouse of curios but of an ever active, vital force seconding the work of the teachers, supplying their needs on demand, seeking to give excellent service to the schools.

The function of a school museum may be made clear by the following brief enumeration of some of its many possibilities:

(a) A collection of mounted pictures of all kinds to illustrate and to supplement the textbook in various subjects.
(b) A collection in sets of rocks, minerals, plants, and other natural specimens, to meet the requirements of the Program of Studies.
(c) A collection of materials illustrating the history and development and present life and activities of Newark.
(d) A collection of products for use in teaching commercial and industrial geography; such as, specimens of native raw materials, of woods, of exports and imports, of articles showing the various stages in the manufacture of the products of the many industries not only of the city but of the nation.
(e) A large number of selected stereographs and lantern slides to supplement the limited individual equipment now in several of the schools.
(f) An exhibition of the organization and the work of the schools. A nucleus exists in the dismantled exhibits used in the 250th Anniversary. The exhibition should be permanent in nature, but there should be constant eliminations and additions so that at all times it is up-to-date.
(g) Sets of graphs, of charts, and of other forms of illustration of the important facts of the school system and of the municipality for use in teaching civics. The charts prepared for the 250th Anniversary constitute a very excellent beginning for this branch of the work.
(h) A department of visual instruction containing portable moving picture machines and films for use in teaching elementary science, geography, and history. Such a department could be planned and administered in an economical manner.

Early in the year the Board of Education concurred in a recommendation for the establishment of a School

Museum and made an appropriation of one thousand dollars ($1000) for the necessary incidental expenses. The large light corridors at the Robert Treat School were used for that part of the equipment known as the School Exhibit.

A plan for the introduction of moving pictures into the service of the schools was at once arranged, and its usefulness and practicability fully demonstrated in a short time. The Museum was equipped with several lanterns and their accessories and one large and one small portable moving picture machine. The appointment of an operator made possible the introduction of a system of lectures in the day schools upon various subjects, for which films were rented from a film library. A schedule of lectures or exhibitions was planned. Those lectures were given during the auditorium periods at stated intervals in many schools. The effort was made to present subjects related to the lessons as well as those of general interest so that the occasions were of great educational value. The instruction was not less important than that given in the assigned lessons in the classrooms.

Experience has shown that to house the School Museum in a school building already taxed to the utmost is not practicable. It is desirable to have a building for it, but until the collections are sufficiently large to demand it, such a plan is probably impossible. The Board of Education, however, owns a three-story brick dwelling house adjacent to the Chestnut Street School which may be easily adapted to the purpose. The students of our Vocational Schools—boys and girls—could put this house, with some outside assistance, into acceptable condition for the use of the School Museum.

PREVOCATIONAL WORK

There is, at present, under the predominant literary type of education, an enormous wastage of youth. Great numbers of children leave the schools of the country each year because they lose interest and discern no immediate benefits to be derived from the kind of schooling offered. At least eighty-five per cent of the children leave before reaching sixteen years of age. The educational system in a democracy should be adjusted to meet the evident need of a large part of these children. Opportunities for prevocational work should be increased. The object of such work is to discover the aptitudes of children so that they may be guided in selecting the work that will best fit them for the responsibilities of their mature years.

Prevocational work in wood and metal and textiles, electricity, printing, sewing, cooking and other home arts—practical work of all kinds—should be given, not to make carpenters, weavers, printers, seamstresses, or cooks, but to educate through the hand. It should be worthwhile work and should occupy a period a day in cycles of several weeks' duration. Such work will not doom children to a life of toil or stratify Americans into classes. This claim is not well-founded, for all children try the work. It is but a recognition of the educational importance of the hand and of the educational value of the practical arts. It is another means of education than by the printed page. It is a practical arts laboratory course whereby boys and girls discover their own powers and possibilities. Such education must be founded upon six years of general education in the essential subjects and must be connected at all times with some academic work.

VOCATIONAL EDUCATION

In addition to the development of prevocational work there should be increased facilities for vocational education. Education in a democracy cannot continue to be exclusively academic in character; it must be distinctly practical and vocational as well. The schools are not only to develop men and women for leadership, but to train the masses for complete living, which includes vocational training. The traditional type of education has been cultural and it has served its purpose well. All honor and full recognition should be given, and is given, to the splendid work and service of the schools. Cultural education will continue to be an inspiring means and will hold, undoubtedly, supreme place for this purpose. It was adapted to the needs of society based upon a more or less caste system wherein the highest should be educated and the others should be less so, according to their ability to acquire and to finance it. A different conception now obtains in the minds of men. Democracy means equal opportunity for all, not only in law but in the chance to develop native endowment. The rank and file as well as the leaders must be trained. The schools must afford the opportunity. A system of schools must be developed of equal rank and importance with our present secondary schools which shall train our young men and young women for the various industrial, agricultural, and home vocations. This has been too long delayed and should be accelerated in every possible way. The modern world is a world of machinery, of systems of transportation and communication, of great inventions, of applied science. This new world must be represented in our school systems and they must prepare a large body of the youth to be efficient in it. The two types of education must be supported—the cultural and the vocational—each serving its purpose, each respected, each accorded its meed of appreciation.

BOYS' VOCATIONAL SCHOOL

Eight years ago the Board of Education established in the Wickliffe Street School building a vocational school for boys. It began in a modest way with two teachers, and forty pupils selected from a list of sixty or more recommended for industrial training by the school principals of the city. The daily session was made longer than in the other schools and an amount of time equal to that devoted to academic work was given to drawing and shop work. The school was at once successful, and became highly efficient in all its work.

During these years there has been a very well defined feeling that there was a large and fertile field for vocational education in Newark. Valuable information and facts in reference to the matter were not, however, available in compact form. For this reason there was some uncertainty as to the best way to proceed to develop the field. The Board of Education on August 9, 1916 authorized the appointment of an Advisory Committee of which Mr. Chester R. Hoag became chairman. The Committee assisted by Mr. Charles

H. Winslow collected information and made a study of the problem as related to the training of boys. The report of the Advisory Committee prepared by Mr. Winslow was completed and published, and is now the property of the Board of Education in the form of a survey, or Vocational Overview. The Advisory Committee performed its assigned task with great credit to itself and with distinction to the school system and to the municipality. The Overview, having been completed, the Committee was discharged October 31, 1918 with the thanks and appreciation of the Board of Education for the very excellent and valuable work performed.

A study of the Overview reveals in a clear and convincing manner the fact, well known before only in a general way, that Newark, a great industrial city, needs vocational training of various types for her youth, and requires for this training greater and better facilities than those she now has. Among many other things the Overview presents a detailed study of the courses of instruction desired and the kind of a building necessary for the training of boys to meet the needs of the city. The whole treatment is comprehensive, complete and very satisfactory. The Overview makes evident a clear outstanding fact; namely, that progress in vocational education means first of all that a new building must be provided for the Boys' Vocational School.

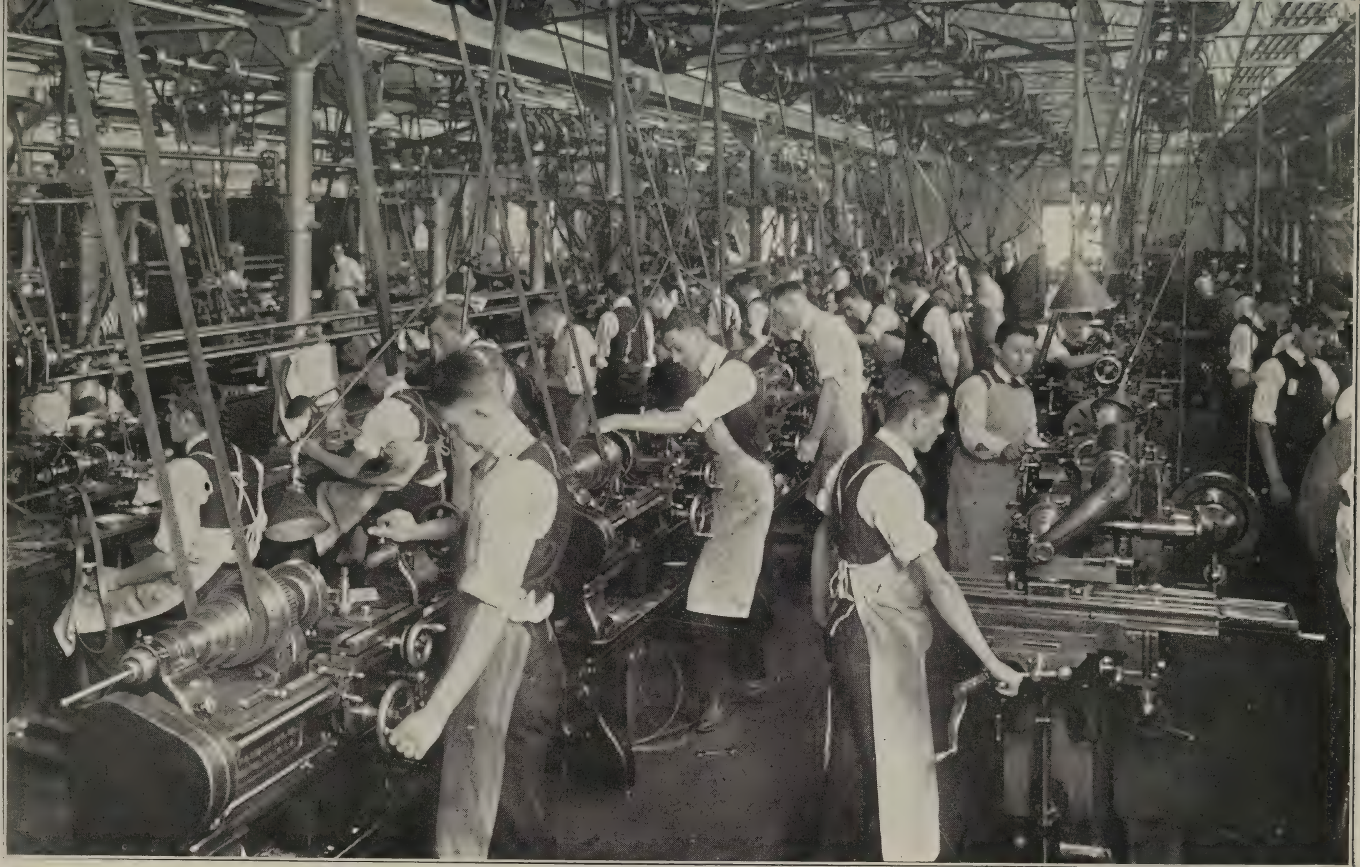
The time has arrived for immediate action in regard to the construction of such a building because—

(a) For four years the Boys' Vocational School has been seriously handicapped in the quarters it has been compelled to occupy. The academic classes and some shop classes have been taught in the Warren Street building and the remaining shop classes in the Wickliffe Street building. These buildings are close together but, even so, the inconvenience and disadvantages have been great. Not only is this true, but the fact that these rooms were the only ones available has prevented the expansion of the school so that it has been impossible for it to render the full service of which it is capable. The school is well-equipped for its size, has an excellent principal and corps of teachers, but it has been unable to enroll more than one hundred seventy-six boys for several years, because of the inadequate accommodations.

(b) Not only has the Boys' Vocational School been greatly retarded in its growth and development as a day school in its present quarters, but it has been equally handicapped as a night school. In this capacity it could have rendered great service to apprentices and others in the trades, but it has been obliged to refuse admittance to many applicants. This year, as in other years, there has been a waiting list of about two hundred fifty young men who desired trade training in evening school.

General conditions suggest weighty and conclusive arguments for the erection of this building. Newark is a great manufacturing city with a future unusually promising in many lines of industry. The statement is made in the Overview in an enumeration of the economic facts concerning Newark that the value of her products each year is in excess of $100,000,000. In 1914, according to the Federal census, there were 2275 industrial establishments employing about 64,000 wage earners who received $36,647,000 in wages. The Overview well states: "The competitive power of Newark's industries in the market is determined by the efficiency of Newark's industries as compared with the efficiency of those industries as developed in other competing communities. Inefficiency whether on the part of the laborer, or on the part of the employer of labor, means high cost of production, and failure in the competitive market. . . . . If Newark's wage earners are trained to a higher degree of efficiency than that of wage earners of other communities in similar employments, Newark's success in the competitive market is assured, and the benefits of this success will be community benefits." The opportunity for the school to serve Newark is here clearly and convincingly defined and it must be embraced with a full sense of the obligation and responsibility due the community.

After the World War there will be an unprecedented demand for skilled labor, especially in mechanical pursuits.



STUDENTS OF SHOP MATHEMATICS CLASS AT THEIR REGULAR WORK AT THE WESTON ELECTRICAL INSTRUMENT COMPANY

Undoubtedly the industrial development of the country will be greater than at any other period of its history. There is urgent need now for preparation for this new condition. It is within the limits of possibility that the government may request the use of the school and its equipment for the re-education of men maimed in military and naval service. There is also a possibility of some compulsory legislation for continuation work for boys between the ages of fourteen and sixteen. The location of government plants at Port Newark even now presents an opportunity for instruction and training of various kinds. It is clear there should be no unnecessary delay, for public sentiment developed and led by the national government will expect service from the school in Newark and of such schools throughout the country.

The enactment by Congress of the Smith-Hughes Law is the first step toward far reaching revolution in the schools. It will not lessen the general preliminary training, for that is a prerequisite to any kind of vocational training that is worth while. Nor will it materially affect cultural and liberal training, for a broad and comprehensive education will continue to be the means whereby power and leadership are developed. It will, rather, result in a general way, in a more definite adjustment of curricula to modern needs and will modify the methods of instruction, giving a stronger and clearer motive and insisting on more economical practises. Throughout the country the movement for vocational training is now well under way. It will be stimulated by the assistance given by the Federal government. Newark, having been among the first to accept vocational training as a part of her educational creed, cannot now afford to lag behind and lose place in the van of progress. She must go forward, and the next step is to build a suitable and adequate house for the Boys' Vocational School.

GIRLS' VOCATIONAL SCHOOL

The removal of the School for the Deaf to the Bruce Street building permitted the use by the Girls' Vocational School of the entire building formerly known as the Normal

School. The increased accommodations will permit the desired expansion and growth of this school for girls.

The work of the school is excellent and justifies the ardent expectations of its supporters. During the past year the work in design has broadened in scope and in utility from that of the usual type of applied design and costume design to what is known as trade design. Textile designs made in the classes were accepted in a contest conducted by a well known magazine. Some of these were so meritorious that they were sold. Girls trained in the design classes have secured good positions as professional designers. The machine operating classes have trained a number of workers for the industries. Dozens of garments have been made in this department for the State Board of Guardians, which means that the girls have been able to acquire a wide and very valuable and practical experience in processes and materials. In the cooking department there is a series of kitchens, each differently equipped and each affording a different type of training. By this plan the girls acquire experience with all kinds and grades of utensils. They learn labor-saving, time-saving, and money-saving methods. In connection with these unit kitchens there is a lunch room where a lunch is served daily to about twenty-four persons at a reasonable price. Girls of this department have prepared and served special luncheons for various organizations at the school and elsewhere, which accords with the practice of the best schools of this kind throughout the country.

War conditions created the need for young women trained in various occupations, particularly those connected with the mechanic arts. To meet the need a class was established in drafting in January 1918, in which tracing and machine designing were taught. There were nineteen students in the class, ten of whom secured excellent positions after five months of training. A second class has been established, which, though smaller, may resist the demand for employment and stay in school for the advanced training which it is proposed to add to that already offered. Girls who are graduates of elementary schools can readily be trained to take positions as tracers. Detailing and elementary machine design require girls of high school training while other phases of the work are suitable only for those of college training.

The Advisory Committee of the Girls' Vocational School, of which Mrs. Charles B. Tatem was president, caused a survey to be made of the industrial field for girls in this city and has filed its report. The Committee on the completion of its work was discharged with the cordial appreciation and thanks of the Board of Education for its helpful and valuable services.

CONTINUATION CLASSES

The introduction of continuation work has been accomplished, although the number of classes has not been large. The work in salesmanship was abandoned because the teacher resigned and war conditions seemed to justify the suspension of further immediate effort to maintain the classes. Another type of continuation class is that taught Saturday mornings at the Weston Electrical Instrument Company. The Board of Education sends an instructor and provides equipment. The subject matter of instruction from the beginning has been closely related to the needs of the students and the work has proved very helpful to them in their daily occupations. The class has been successful. It is expected that other continuation classes, either in factories or in the vocational schools, will be established from time to time as the cooperation and support of merchants and manufacturers may be secured.

FAWCETT SCHOOL OF INDUSTRIAL ARTS

The Fawcett School of Industrial Arts is an institution of which the city may well be proud, for its usefulness and achievement have not been excelled. So great is the demand for the training it offers that it has been necessary to maintain for several years annexes to accommodate its students. This is unsatisfactory not only because of administrative difficulties but because it retards in many ways the development of the school.

The school has the unique purpose of training its pupils to add the element of beauty to that of utility in the industrial arts. Utility is the main reason for manufacturing of every kind, but that alone will not give supremacy to American products in the trade competition of the world. It is the possession of beauty that has made imported articles more valued than articles of domestic manufacture. The success of France in combining utility and beauty in all kinds of manufactured articles points the way for America. American manufacturers have not been and are not now indifferent to the claims of beauty. In the past they have followed an instinct rather than a reasoned purpose. What has been done is small in comparison to what must and will be done. The art movement in the schools is gaining tremendous impetus and the application of the principles of art to all models and products in the department of manual arts is creating a great body of appreciative consumers. The next generation of purchasers will demand more and more beauty in the things they buy. The development of applied art in the industries will be stimulated by this demand not only in the home but in foreign markets. The future is full of promise, and the schools should be equipped and adjusted to prepare for the conditions. It is clear that the Fawcett School is destined to do an even more important work in the future than it has done in the past.

The Fawcett School was originally the Evening Drawing School. Its building was designed for evening use and is not adaptd for classes during the day. To long delay the consideration of the pressing needs of this school will be unfortunate. The program for the development of the vocational field in the Newark school system must include the establishment and encouragement of day classes in this school and of various types of instruction not now included in its program of studies. A new building is urgently needed and should be constructed as soon as possible.

VOCATIONAL GUIDANCE

The creation of a department of vocational education has made possible the enlargement of the work of vocational guidance in the schools. Placement bureaus or their equivalent have been maintained for several years in the two commercial and manual training high schools and in the vocational schools, and efforts have been made by individual teachers and principals to assist students, not only in secondary and vocational but in elementary schools, by advice in regard to various occupations and by giving recommendations to prospective employers. The need and advantages of a system of vocational guidance have thus become apparent.

There must be two phases in the work of vocational guidance, each supplementary to the other; namely, the collection and publication of information in regard to the various industries and the opportunities for placement and advancement therein; the conference with, and the selection and recommendation of, pupils by a competent person who knows their abilities and the probability of their being able to meet the requirements. The assistant superintendent in charge of vocational work has been requested to prepare a series of folders on vocational opportunities for boys and girls in Newark. As soon as one of these folders is ready it is planned to appoint the vice principal or some other competent person in each school to act as Vocational Guide. It will be his or her duty to know the record, disposition, and ability of the pupils, and to advise them of the opportunities afforded by the several industries or occupations investigated by the vocational superintendent. It is desirable to arrange the details of the plan and to begin the work at an early day. With strong cooperation and energy this field of service will become very valuable and helpful to the many young people who are obliged to seek employment.

SOLDIERS' TRAINING SCHOOL

During the summer of 1918 a Soldiers' Training School was maintained in the Central Commercial and Manual Training High School. There were 371 men, including officers, housed and fed in this building. Two sections were trained in the mechanical trades by our own instructors in the shops of the Central High School and of the Boys' Vocational School. A third section was trained in the shops of the Newark Technical School.

This training school was authorized upon the request of the War Department that permission be given for the use of the facilities and equipment at hand to provide technical training for soldiers in service. A contract was made with the War Department for a stipulated price per day per person for food, housing, and training. The course included instruction in auto-repairing, blacksmithing, carpentry, electrical work, machine shop work, sheetmetal work, and woodwork. At the close of the term the men were rated according to their ability and success and were classified as apprentices, as journeymen, and as experts, or as unfitted for efficient trade work.

The principles of the various trades were taught by making (a) articles needed in the Soldiers' Training School, such as office files and lids for garbage cans, (b) apparatus, tools, and appliances, such as gigs, special tools, and fixtures, and (c) articles on orders from persons or concerns outside of the school, such as furniture for the Board of Education. In addition to this very valuable work the course included a different but equally important work in the form of lectures on War Aims and Development of Morale. The scope of this work is shown by the fact that they studied the subject as indicated in Harding's "Study of the Great War" and had lectures on "Why Germany Wanted the War," "Lighting the Match," "The Failure of Diplomacy," "The Character of the War," "The Course of the War." Mr. William Winton, the instructor in charge of this work, reported favorably upon the interest of the men and the intelligence of their questions and of their desire to learn. From an educational as well as a military viewpoint the school was a decided success. The men were serious and worked hard to take full advantage of the opportunity to increase their efficiency and to prepare for effective patriotic service. The officers, especially Captain H. A. Van Velsor, Mr. Eli Pickwick, Jr., the principal, the teachers, and Mr. Cephas I. Shirley, the director, deserve much appreciation and commendation for the success of the Soldiers' Training School.

EVENING SCHOOLS

The Evening Schools constitute an important part of the school system. For years they have been highly serviceable to a large number of young men and women who have sought to improve their condition in life by training in these schools. It is regrettable that the unsettled conditions for the last two years have had an unfavorable effect upon them. The scarcity of coal and the epidemic of influenza caused the closing of the schools for weeks at a time during the past two years and the general conditions, due to the war, helped to deplete the attendance. There has, however, been the same degree of energy and devotion manifested by those charged with the responsibility of the instruction and the management of the schools.

The following excerpts from the report of Mr. Arthur V. Taylor, Supervisor of Evening Schools, are of interest:

> As a matter of statistics the attendance for the past two years has not been satisfactory, but we have had adverse conditions that rendered attendance figures worthless in rating the value of the schools. Never before have the principals and teachers been keener in making attendance worth while; unusual efforts have been made to advertise the advantages offered, but the handicap has been great. The reduction in immigration, due to the war, reduced the foreign classes from 80 to 51; in addition to the diminished registration, the attendance was seriously affected by a great increase in night work in the shops and factories. This latter condition affected the high schools also, which suffered in attendance on account of the unusual prosperity enjoyed by the class of young people who form a large part of the attendance.
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> A matter that concerns both the policy of the Board of Education and the discretionary power of the principals is the admission of day school pupils into evening school classes. About fifteen years ago, a rule was adopted by which pupils attending day school were allowed to attend evening classes, provided they secured the permission of their day school principal. The extension of evening gymnasiums, which have a strong attraction for day pupils, and the difficulty of knowing whether applicants are members of day schools have developed a condition that has spread to other classes, particularly those in sewing and cooking. It is probable that the rule applying to the requirement of the day school principal's permission is not rigidly observed by all the evening school principals. While the attitude of the Board of Education toward the evening schools has been one of increasing liberality as a financial proposition, the present practically unrestricted admission of day pupils increases the cost of evening school maintenance. Whether the Board is in sympathy with this tendency or whether it has not recognized the trend, it seems advisable that its policy be clearly understood. There are many reasons for opening the schools to all who can be helped by them, whether day school pupils or not.

The evening schools are *sui generis.* Their problems are peculiarly there own. Their attendance is floating and irregular as compared with that of day schools; the pupils attend because they wish to; the sessions are held during the hours that would otherwise be given to recreation. The problem is not to attempt the impossible by trying to imitate the day schools. It is rather a matter of studying the vital needs of those for whom they have been especially established and of providing instruction and training that will meet those needs. But more than this, every possible effort should be made to spread the gospel of education among those of our community who are denied the privilege of a complete day school training.

Criticism is sometimes directed against the evening high schools on account of the heavy attendance mortality. This weakness is to be deplored, but it is unjust to charge it against the schools. The teachers are carefully selected from the best in the day schools; the program of study is broad and flexible enough to meet any reasonable demands. Instruction in academic subjects of cultural purpose, shop training for the worker and the amateur, instruction for business, preparation for examinations leading to civil service positions and to the professional schools, training in the domestic arts—all these are offered and efficiently given.

One must look beyond the school for an explanation of attendance loss. Granting weakness here and there in the classrooms the fundamental reason is to be found in human nature. Attendance at evening school is voluntary. All kinds of pupils enter, the ambitious, the lazy and the indifferent. As education is largely a matter of getting out of a rut and staying out, the effort of overcoming inertia proves too much for those who do not have the stamina necessary for sustained effort and they fall by the wayside.

Those courses are the most successful in holding pupils that have a clearly defined purpose, the courses that offer a definite reward for persistent effort. The State examination and civil service classes in which the training has a manifest bearing on the pupil's life work are illustrations of this fact. The heaviest losses are to be found in the courses in which the reward for good work is not so apparent. A plan that would relieve this condition would be the establishment of an employment bureau. Through such an instrumentality worthy pupils would be helped to situations for which they are best fitted and the less worthy would be given a stimulus that would make determined effort seem worth while. What is needed is a broadly conceived organization embracing all the schools and working in close touch with the business life of the city. Such a plan would be welcomed by employers and would give point to classroom work that is now regarded by too many pupils as being without practical purpose.

A new course was added in January 1917, to the State Examination section by the opening of classes for pupil nurses from the hospitals in the city. A State Law requires, at least, one year of high school training as a requisite for the "registered nurse" certificate. It was found that many prospective nurses had been admitted to the training schools without this requirement, and that they would be barred from the complete certificate unless some way should be offered for remedying the deficiency. After a conference with the chairman of the Board of Examiners for Nurses and some correspondence with the New York authorities, whose consent was advisable on account of a reciprocity agreement involving the status of nurses in the two states, it was agreed that the deficiency might be made up through an approved course in evening school. On the evening of the organization of the classes more than fifty pupil-nurses applied for admission. Some of these were obliged to drop out, owing to the demands for hospital work; a few lacked the power of application needed for the course, but those, who persisted, qualified for the April examinations and, though the results are not yet known, there is good reason to believe that the percentage of failures will be low.

The pupils who are successful will complete the requirement next term and will then be entitled to the "registered nurse" certificate from which they would otherwise be debarred. Some emphasis is placed on the classes for pupil nurses as giving evidence of what the evening schools are ready and glad to do. In this case there was a very apparent need and it was promptly met.

The study classes are doing useful service in aiding backward day school pupils to make up deficiencies. The record of past terms was maintained. The best results are possible only by a careful choice of teachers and by hearty co-operation of the day teachers from whom the pupils come. One day school principal is quoted as having said that out of fifty of his pupils who were on the honor roll one month, twenty owed the distinction to instruction received in the evening study class. A logical extension of this work would include classes to aid backward high school pupils.

Foreign Classes

In spite of the diminished attendance, for reasons already given, last term's record was, in many respects, the most successful that these classes have ever experienced. The proportion of advanced pupils—that is, pupils with a fair working knowledge of English—was unusually large. There was, accordingly, a better opportunity for the study of civics and history. More than three hundred fifty first-paper applications were made out in the classrooms and evening appointments were given at the Naturalization Office for the filing of the applications. This is in line with the practice of the last five years. This year not only the County Clerk's Office was available for evening appointments but the office of the United States District Court extended the same courtesy.

The weak point in the procedure of citizenship attainment is the difficulty in getting the second papers. The applicant must appear before the examiner and the Judge with three witnesses. The examination and the final hearing are held in the day time, often after a long delay. This generally implies loss of wages which many of the applicants can ill afford.

Evidence that this condition is a real obstacle is shown in the great discrepancy between the number of first papers granted and the number who attain full naturalization. It has been said that this is no objection and that naturalization should not be made too easy, but the emphasis should be placed on a high standard of preparation and not on obstacles in the mechanical procedure. From the layman's point of view, evening appointments for second papers are even more desirable than for the first paper.

The importance of this phase of evening school work is receiving much emphasis at this time when the nation is meeting the many problems that the world war has forced upon it. Happily the dread of internal commotion, that was feared by some on account of the country's varied population, seems to have been unfounded, but the conviction is becoming more and more insistent that mere quietude, whether due to indifference or fear, is not enough. The nation is demanding that the people who come from other lands to enjoy the benefits of our institutions and the protection of our laws must assume the responsibilities that accompany the benefits. The corollary of this demand is that these people must be given every opportunity to get an understanding of their adopted country. We have an obligation in this matter as well as they. In this process of education the evening school can play an important part.

AMERICANIZATION

The Evening Schools of Newark have done excellent work in Americanization as shown by the foregoing quotations. There have been maintained for years classes for foreigners and every possible effort has been made to secure good attendance and real interest. Instruction in the necessary requirements for naturalization and specific assistance in securing first papers have been given. The cooperation of the Bureau of Naturalization and of court officers has been very helpful. Several public meetings have been held and a committee of representatives and influential foreign-born men has been of material assistance to the schools and to the Supervisor in charge of the important work. While the results have been meagre in comparison with what needs to be done, it is certain that the efforts made in Americanization have been of the right kind.

The presence in the army of a large number of recruits who were unable to understand the orders given in English made emphatic the menace of the unassimilated foreigner in our midst. The percentage of illiteracy in English for the whole country is approximately seven and seven-tenths, a fact somewhat disconcerting. There are in our cities great masses of adults who not only do not speak the language of America but who do not understand America. For the welfare of the country, this must be changed. A propaganda in favor of Americanization has been started by the State and National Governments and will, undoubtedly, have beneficial results in causing large numbers of foreigners to learn the English language and to study the American plan of government.

In addition to the work done in the schools, there has been supplementary work done by the school system in factories and neighborhood centers in congested sections. Teachers were supplied to instruct classes for hour periods in the afternoons at factories, and the classes were maintained long enough to make evident that something more was needed to make them successful than good teachers and the desire of the Board of Education to maintain them. Manufacturers are chiefly concerned in production, and are likely to view interruptions of work for Americanization as of secondary importance. Even if friendly to the movement, they hesitate to do more than to approve it. They will not, as a rule, unless forced to do so, make convenient and proper arrangements for their employees to attend these classes. Some employers in other cities maintain classes at their own expense but this is not a wide-spread custom.

The classes conducted for women in neighborhood centres have been formed with the assistance of the Council of Jewish Women and teachers have been assigned as rapidly as groups were organized. The members of the classes have been women who, for various reasons, were unable or unwilling to attend the schools. The attendance and persistence of pupils in these classes were alike somewhat unsatisfactory, making evident again the fact that something more is needed than good teachers and the desire of the Board of Education to Americanize the foreign-born in our city.

Volunteer effort in organizing classes among the foreign-born men or women is worthy of encouragement and commendation. Such efforts are appreciated by all who know the difficulties. Volunteers are apt to become discouraged unless the results, after the novelty has ceased and enthusiasm waned, are fairly satisfactory. The magnitude of the work to be done is such that voluntary service can not be depended upon nor can it be obtained. There must be something more than this service, worthy though it be. The need is for legislation which shall make mandatory certain requirements for employers of labor, and for the foreign speaking people themselves. Boards of Education must be required to organize classes for the Americanization of foreigners, manufacturers must be required to employ only persons who can speak English, and the foreign-speaking must be forced, by public opinion and in every constitutional way, to learn English. There may be some legal difficulties, as there are many details to be worked out in this programme, but it is the only effective one likely to be made. Anything less is merely playing with the problem and perpetuating the menace of illiteracy and foreign allegiance indefinitely.

JUNIOR HIGH SCHOOLS

The year 1917-18 was made notable by the establishment of three junior high schools in three of the largest schools, namely, the Robert Treat, the Cleveland, and the Madison schools. This was done by adding the ninth to the seventh and eighth grades in these several schools and by changing the Program of Studies of the 7th and 8th grades, thus forming an administrative unit to which a section in each building was set apart.

The number of pupils in each junior high school at the opening in September 1917 was:

	7B	7A	8B	8A	9B	Total
Robert Treat Junior High........	102	76	86	67	120	451
Cleveland Junior High..............	116	109	110	98	122	555
Madison Junior High..............	71	64	62	71	71	339

In each case the total number of classes was greater than five, the least that could advantageously be organized in this type of school. There were sixteen, sixteen, and ten classes in the respective schools.

Graduates of the grammar schools in adjacent districts were admitted the first year to the ninth grade in these schools, if they preferred to attend a school in the immediate neighborhood rather than take the long journey necessary to reach the senior high schools. In 1918 and thereafter, pupils who desire may be transferred to these schools to begin the course in the seventh or eighth grades.

All the schools having junior high school departments are alternating schools. The day for the individual pupil is seven periods long, which, with an auditorium or study period, makes a day of six hours.

Teachers of high standing in the seventh and eighth grades of the schools selected to be junior high schools were assigned to teach the seventh and eighth grades in these schools. Additional teachers holding high school licenses were selected to teach the ninth grade subjects, because the state requires that high school subjects shall be taught by licensed high school teachers.

The subject of certification of junior high school teachers is one of more than passing interest. These schools require a type of teacher unusually well equipped, not merely one who has the proper credentials. If these schools realize the ideal which caused their establishment, they will have teachers who combine the scholarship of the high school teacher with the tact and judgment and ability and personal power of the best teachers of the grammar grades. Such a combination is rare. The best grammar grade teachers are most likely to meet with the desired success in junior high schools. College graduation alone will not fit anyone to teach in these schools nor will mere experience in teaching in any grade of school. The requirements, when fixed, should include college graduation, or its equivalent in scholarship, and successful experience in teaching preferably in grammar grades. The personality of the candidate for a junior high school license must be of the best. Personality is of equal if not greater importance than scholarship or skill in teaching.

The subjects in which there are many failures in the present high schools are Latin, Algebra, and the modern foreign languages. They are important subjects and the plan of the junior high school provides for the introduction of Latin and the modern foreign languages into the eighth grade, and later, into the seventh grade. The amount of work usually done in the ninth grade in the above subjects has been divided between the eighth and ninth grades, the amount of credit to be given at the end of the ninth grade to remain the same. Other adjustments of less importance but as necessary may be made as necessity warrants. The following is the Program of Studies authorized for use in the junior high schools:

GRADE 7	GRADE 8	GRADE 9
Literature Music	American and English Literature, Latin, French, Spanish (A), Music	Latin, French, Spanish (A), Bookkeeping or Stenography, Art 1 (double periods)
Grammar and Composition	Grammar and Composition	English
Geography	Geography	General Science
Penmanship	Penmanship	
History and Civics	History and Civics	
Spelling	Spelling	
Arithmetic	Arithmetic, Algebra (A)	Commercial Arithmetic, Algebra (A)
Woodwork, Printing, Science, including Electricity, Physiology and Hygiene, Typewriting (B) or Domestic Art, Domestic Science, Drawing (B)		Mechanical Drawing—2 periods, or Domestic Science—2 periods, or Penmanship—2 periods
Physical Training		Physical Training—3 periods
Gymnasium or Study Periods		
Auditorium or Study Periods		

(A) Select, according to curriculum desired.
(B) Cycle, ten weeks.

The total enrollment in the four senior high schools for the year ending June 30, 1917, was 6551. The first year class was the largest one in each organization. It was necessary to divide the grade into two shifts in each school to accommodate the pupils. The number of entering pupils in February was 1100 and in September 1917 was approximately 1400. For the first year the effect on the senior high schools of the organization of junior high schools was not marked. Their organization remained about the same. The entering classes were somewhat smaller, but the difference was not great. It was necessary to assign a few senior high school teachers to do ninth year work in the junior high schools.

The advantages to be gained in these schools are thought to be:

(a) The elementary course of eight years is unnecessarily long and leads to much repetition of subject matter.
(b) The child's interests can be best served by changing the method of teaching him and by allowing a choice of secondary subjects above the sixth grade.
(c) To instruct the first year high school students in buildings near their homes by methods better adapted to them is manifestly an advantage.
(d) The problem of the mortality of high schools will be solved. Many pupils now go to high school only to say they have been students there. If they can receive a certificate at the end of the ninth year, there is a powerful incentive to stay and do the work in a satisfactory manner.
(e) The importance of the opportunity for a choice of subjects according to the pupil's interests and abilities cannot be overstated. The differentiated courses provide this opportunity. If the pupil intends to go to college he can begin a foreign language earlier than he otherwise would. The manual activities enable him to discover his bent.

DEAN OF HIGH SCHOOL GIRLS

The reports of the Welfare Workers in the high schools show a very gratifying return in the number of pupils saved to the schools by the efforts made. The Welfare Workers telephone parents and visit homes, finding the causes for absence or for leaving school. They are able to remove misunderstandings and to smoothe the way of the stumbling student. Their work is successful to a high degree and they deserve the reward of a "well-done, good and faithful servant."

In addition to the Welfare Workers there is need in every large school system of a woman of broad sympathy and executive ability to organize the social life and activities of the high schools and to do types of work of the most delicate nature. There is the same need in the high schools as in the colleges of a woman of liberal education with broad experience in school, in home, and in life, and with the requisite personal qualities of sympathy, good judgment, poise, and resolution to act as a confidential advisor and friend of the girl students. The duty of such a person is not only to act in the capacity mentioned above but also to have general oversight and care of the personal health and well being in dress, speech, and conduct of these students. Her relations with them is of the most intimate and personal nature.

The Board of Education concurred in the recommendation for the creation of such an office, to be known as Dean of Girls, appointing thereto Mrs. A. B. Poland, a woman admirably qualified by scholarship, experience, and personality for its delicate duties. Mrs. Poland has had the benefit of a liberal education and holds a doctor's degree. She has been a high school teacher and the principal of a large elementary school in Brooklyn. She is the mother of children and is familiar with educational work in all its aspects. A better equipped or more suitable appointee would be very difficult to secure.

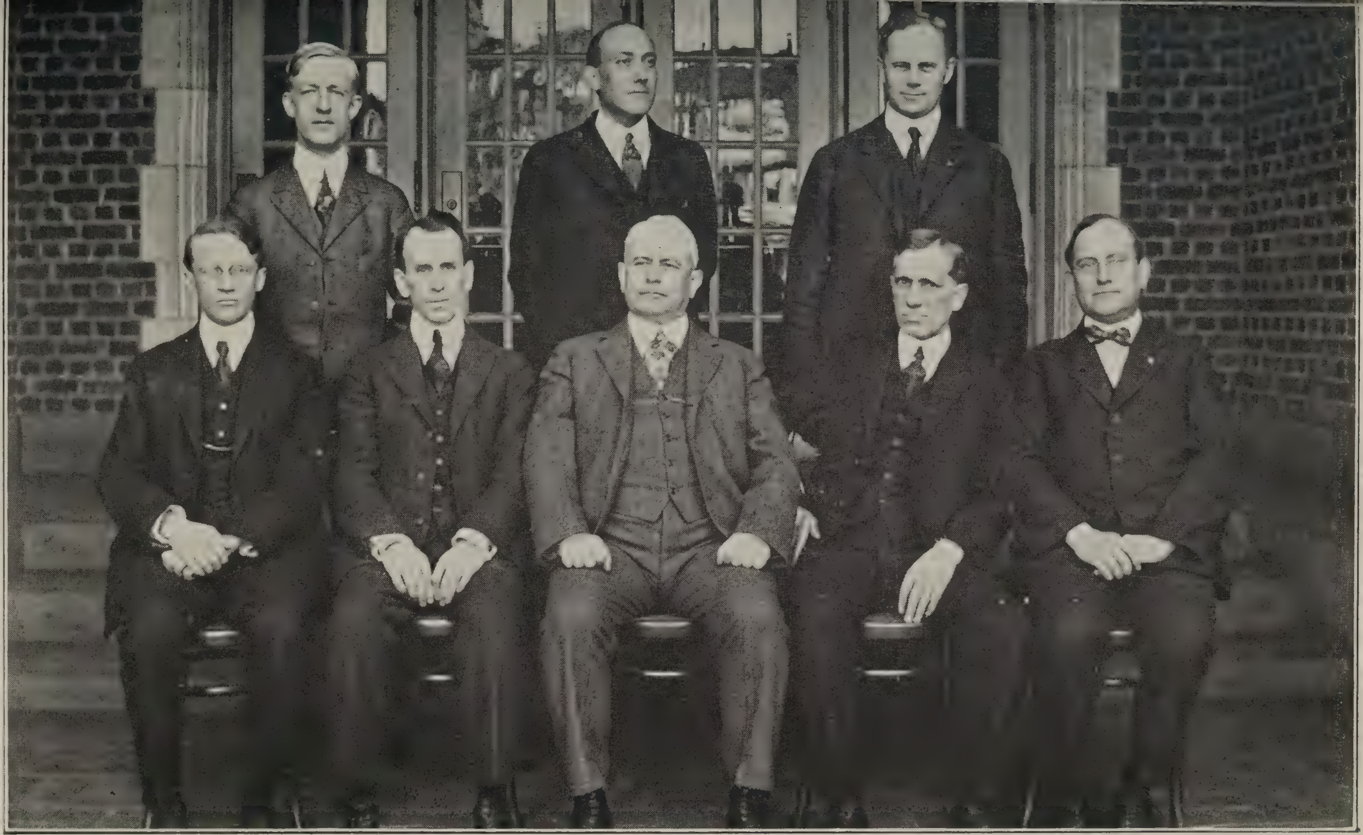
SUPERVISION IN THE HIGH SCHOOLS

There is as much need of supervision of instruction in the high schools as in the elementary schools. Universities provide courses for the professional training of high school teachers not only for classroom work but for supervisory work. The fact that such opportunities exist is an indication of the conviction of educators that scholarship and academic training are not a sufficient equipment for secondary any more than for elementary teachers.

The development of a system of high schools in Newark emphasizes the need of supervision. The program of studies here as elsewhere in schools of this grade is now so comprehensive that supervision of instruction must necessarily be somewhat like that in colleges; that is, the head of a department rather than the administrative head of the school, or the school system, must do the detailed and intensive supervision of a specific subject or group of subjects. The size of these schools makes it almost impossible for the principal to give attention to duties other than those of a purely administrative character and, except incidentally, the educational part of his work must be delegated to others. Specialization in education is becoming as great as in trades and in other professions.

The head of a department in the high schools is charged with the coordination of the department, with making out examination papers in the various subjects, and with fixing the character and quality of the instruction. The heads are responsible leaders in much the same way as college professors are responsible for the assistant professors and tutors under them.

We are now conducting an experiment in supervision in the high schools of this city. It consists in assigning four periods for class instruction and two periods for departmental supervision daily to the heads of the four largest departments in each high school. The heads of different departments have been delegated in the different schools according to conditions, but those generally selected for supervisory work have been the heads of the English, Latin, Mathematics, and Commercial Departments.



FACULTY OF NEWARK JUNIOR COLLEGE—1918.

William A. Hatch, John C. Ware, Arthur Wakefield,
Charles R. Austin, Thomas K. Smith, Thomas F. Kennedy, Harvey L. Fassett, Samuel B. Howe, Jr.

The teaching of modern languages is becoming more important in America. Her position as a World Power and the desire of other nations to cultivate stronger ties of friendship with America mean closer relations, commercial, social, and political, with them. The work in the schools must therefore train pupils to speak as well as to read foreign languages. More attention given to this kind of training and closer supervision is necessary. During the past year the Superintendent tried the experiment of assigning Dr. Jennie A. Giehl, the Head of the Department of Modern Languages at the South Side High School, to the supervision of German, French, and Spanish in the junior high schools, and to teach Spanish in one of them. The work was done without extra expense to the Board. It proved very successful. It furnished a means of unifying the work of these schools and gave general satisfaction to all.

The experiment as noted has been continued and extended by assigning the supervision of modern languages in all high schools to Dr. Giehl and by assigning a head of department of social sciences and one of physical sciences three periods of work per day in their own schools and three periods for work in the other high schools, the Board having concurred in the following recommendations of the Superintendent:

(a) That Dr. Daniel C. Knowlton, Head of the Department of Social Sciences of the Central High School, be assigned to supervise the work in Social Sciences in all the high schools.

(b) That Mr. John C. Ware, Head of the Department of Physical Sciences in the South Side High School, be assigned to supervise the work of Physical Sciences in all the high schools.

(c) That Dr. Jennie A. Giehl, Head of the Department of Modern Languages at South Side High School, be assigned to supervise the work of Modern Languages in all high schools.

(d) That the necessary expenses of these heads of departments be paid by the Board of Education upon the recommendation of the Superintendent of Schools.

It is believed that this plan tends to create a common standard of work for all the schools. It insures broad, liberal, sympathetic, and expert leadership in the several fields of knowledge.

JUNIOR COLLEGE AT SOUTH SIDE HIGH SCHOOL

Every year there are a number of graduates of the several high schools who return thereto for what is called post graduate work. As a rule this work consists in repeating some grade of a subject merely to fill in time. The practice is due, in a measure, to the fact that classes are graduated in February and that very few colleges take students at mid-year. The graduates are therefore at a disadvantage. During the last school year there were thirty-one students in the Newark high schools who took post graduate work. Doubtless there are many others in the city who are not needed at home and might just as well go to school for another year. There are others without aim in their life-work who would be glad of an additional year or two of study and training if obtainable at, or near home. The trend in the adjustment of the educational world is to bring all possible educational opportunities to the pupils.

Other cities of metropolitan character furnish collegiate training free of cost. It is so usual in the west, as in Los Angeles, Chicago, and Cincinnati that it is commonplace. New York maintains the College of the City of New York for boys and Hunter College for girls.

The year 1918 will be an epoch making year in the Newark schools because the Board of Education, upon the recommendation of the Superintendent, authorized on August 29, 1918 the establishment of a Junior College at the South Side High School. This will contribute to the educational fame of the city, and will stimulate its higher intellectual and cultural life. The expense for the first year will be small, hardly more than the purchase of text books and supplies. There will be no cost for instructors, as there are a number of teachers in the South Side High School who are qualified by training, scholarship, and college teaching experience to undertake the work. The laboratories and equipment of the school are adequate in every way and are available. Library facilities now in the city will meet all needs of collegiate training.

Admission to the Newark Junior College requires evidence of the satisfactory completion of a four years' course in an approved high school or preparatory school. Those who can not present such records are required to pass examinations or present qualifying certificates for matriculation. Conditioned pupils are to be admitted on approval of the Superintendent of Schools.

The College will not be authorized to grant degrees, but students who desire to obtain degrees in other institutions may pass the entrance requirements of the institution in which they wish to matriculate. Advanced credit can then be secured by examination according to the requirements of the institution giving the credit.

There will inevitably be three groups of students in the Junior College:

Matriculated Students. Those who will have satisfied college entrance requirements and will be working for advanced credit toward a college degree in another institution. These pupils will be required to take five major subjects of college grade in accordance with the requirements of the college they expect to enter.

Conditioned Students. Those who will have conditions to meet. They will have a program which fits them to satisfy college entrance requirements and to secure advanced credit in one or more college subjects, the same as students of the first group.

Special Students. Those who are not working for advanced credit in other institutions but who desire training and education in addition to their secondary education.

The complete plan of the Junior College as at present outlined requires two years' work above the high school. This provides a systematic arrangement of worthwhile work for the thirty or more of our students who now remain in the schools. The following is the Program of Studies:

PROGRAM OF STUDIES

Freshman Requirements for the Degree of Bachelor of Arts

First Semester	*Second Semester*
Latin* 1	Latin 2
English 1	English 2
Mathematics 1	Mathematics 2
Modern Language† 5	Modern Language 6
Elective	Elective
Physical Training 1	Physical Training 2

Freshman Requirements for the Degree of Bachelor of Science[‡]

First Semester	*Second Semester*
English 1	English 2
Modern Language[†]	Modern Language
German 1 or 3, or	German 2 or 4, or
French 1 or 3	French 2 or 4
Mathematics 1	Mathematics 2
Physics 1 or 3, or	Physics 2 or 4, or
Chemistry 1 or 3	Chemistry 2 or 4
Elective	Elective
Physical Training 1	Physical Training 2

Freshman Requirements for the Pre-Medical Course

First Semester	*Second Semester*
English 1	English 2
Modern Language[†]	Modern Language
German 1 or 3, or	German 2 or 4, or
French 1 or 3	French 2 or 4
Physics 1 or 3	Physics 2 or 4
Chemistry 1 or 3	Chemistry 2 or 4
Biology 1	Biology 2
Physical Training 1	Physical Training 2

Freshman Requirements for the Pre-Journalistic Course

First Semester	*Second Semester*
English 1	English 2
Modern Language[†]	Modern Language
German 1, 3, or 5, or	German 2, 4, or 6, or
French 1, 3, or 5, or	French 2, 4, or 6, or
Spanish 1, 3 or 5	Spanish 2, 4, or 6
Physics 1 or 3 or	Physics 2 or 4, or
Chemistry 1 or 3	Chemistry 2 or 4
History 1	History 2
Elective	Elective
Physical Training 1	Physical Training 2

Freshman Requirements for the Secretarial Course

First Semester	*Second Semester*
English 1	English 2
History 1, or	History 2, or
Biology 1	Biology 2
Modern Language[*]	Modern Language
German 1, 3 or 5, or	German 2, 4 or 6, or
French 1, 3 or 5, or	French 2, 4 or 6, or
Spanish 1, 3 or 5	Spanish 2, 4 or 6
Stenography 1	Stenography 2
Typewriting 1	Typewriting 2
Physical Training 1	Physical Training 2

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[*] See Courses of Instruction.

[†] Including the amount for admission every student must complete before the end of Junior College course four years' work in German or four years' work in French. A minimum of six hours must be taken in college.

[‡] Arrangements will be made for a course leading to the different degrees in Engineering, should enough students apply.

Freshman Electives for the Five Courses Above

Biology 1, 2
Chemistry 1, 2 or 3, 4
Physics 1, 2, or 3, 4
French 1, 2 or 3, 4 or 5, 6
German 1, 2 or 3, 4 or 5, 6
Spanish 1, 2 or 3, 4 or 5, 6
Greek 1 or 2
Latin 1, 2
History 1, 2
Mathematics 1, 2 or 3, 4
Mechanical Drawing 1, 2

Sophomore Requirements for the Courses Leading to the B.A. and B.S. Degrees as well as for the Pre-Medical, Pre-Journalistic and Secretarial Courses

REQUIRED COURSES

B.A., Pre-Journalistic Course, Secretarial Course

English† 3, 4 or Logic 1 and English 3 or 4
History 1, 2 or Economics 1, 2
Philosophy 1, 2
Stenography‡ 3, 4
Typewriting‡ 3, 4

B.S., Pre-Medical Course

English† 3, 4 or Logic 1 and English 3 or 4
Physics 3, 4 or 5, 6 or
Chemistry 3, 4 or 5, 6 or 7, or
Biology 1, 2

ELECTIVE COURSES

Biology 1, 2
Chemistry 1, 2 or 3, 4 or 5, 6 or 7
Physics 1, 2 or 3, 4 or 5, 6
Economics 1, 2
French 1, 2 or 3, 4 or 5, 6 or 7, 8
German 1, 2 or 3, 4 or 5, 6 or 7, 8
Spanish 1, 2 or 3, 4 or 5, 6 or 7, 8
Latin 1, 2 or 3, 4
Greek 1, 2
History 1, 2
Logic and Public Speaking 1
Philosophy 1, 2
Mathematics 1, 2 or 3, 4 or 5, 6
Mechanical Drawing 3, 4

The establishment of the Junior College is an event of great importance in the educational system. It increases the opportunities of the youth of the city, and may be a stimulus which will eventually cause the development of a university in Newark. The nucleus is already present in the Newark Institute of Arts and Sciences, an institution which began its career as a part of the school system in the form of collegiate and professional courses for teachers in service. The purpose in offering these courses was to

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* Including the amount for admission every student must complete before the end of Junior College course three years' work in French or three years' work in German or three years' work in Spanish in accordance with choice of language offered in the different courses. It is advisable to begin a second modern foreign language, or continue a second modern foreign language if two are offered for entrance to college.

† Logic may be taken the first semester and English 4 the second semester.

‡ Required only in the secretarial course.

afford teachers the opportunity for professional study with as little outlay of money and as little inconvenience as possible. Many ambitious Newark teachers were taking courses in New York University and Columbia University and were, of course, under the necessity of taking a trip to New York after school hours, or on Saturdays, at considerable outlay of time and money. The thought was that the teachers might be saved this expense by bringing the college to the teacher instead of the teacher going to the college. There was an additional purpose in the fact that because of the inconvenience many teachers were not profiting by the opportunities offered by the metropolitan universities. It seemed desirable and advisable to bring to the city for the purpose of stimulating the educational system the best professors obtainable to teach the results of their investigations and the new ideas that were finding their way into the domain of university instruction. These courses were first offered in 1906 by professors from New York University under the direction and management of the school authorities. Professors from Columbia University were also engaged the second year. For several years the two universities cooperated with the assistant superintendent in charge. The expansion of the work made it necessary to shift the burden to a body legally constituted and authorized to assume and discharge the responsibility. Through the initiative of a professor of New York University and the assistant superintendent, the assistance and support of the Board of Trade was secured and a Board of Trustees was formed and The Newark Institute of Arts and Sciences was incorporated. The cooperation between the two universities then ceased and New York University has since been the chief higher institution to supply professors and to validate the work.

The Institute of Arts and Sciences, the College of Pharmacy, the New Jersey Law School, and the Newark Technical School, recently authorized to grant degrees, are institutions in the city doing collegiate and professional work. The time may come when they will unite their resources and form the nucleus of a Newark University. Such an event is not beyond the bounds of possibility. Certainly the advantages they offer should be well known to the youth in the public schools and there should be the closest and most friendly cooperation between all of these educational agencies. The establishment of the Newark Junior College gives one more opportunity for ambitious and capable Newark youth to fit themselves for leadership and responsibility and brings the city nearer the goal, namely, that of being a great educational center.

DEPARTMENT OF REFERENCE AND RESEARCH

The tremendous growth and the great number of new activities added to the school system in recent years make necessary new plans, new practices, new departments in the administration and supervision of the schools. The increasing complexity of the educational problem requires new adjustments of the working force and of the methods of work in the constant specialization which is taking place. To assist in this a Department of Reference and Research is necessary.

The chief function of such a department is to analyze statistics, to show the purpose for which they were gathered, and to furnish charts and graphs to make the information clear and convincing.

Some of the specific duties of the department are:

(a) To keep information of all kinds in systematic order and to answer all questionnaires and requests for information from any proper and responsible source.

(b) To supervise and check all requisitions for books and supplies, to compare the orders with the books and supplies reported in the inventories, to deny or grant requests only after investigation.

(c) To keep up-to-date inventories of all books and supplies granted to the schools.

(d) To have charge of the professional library of the Board of Education. In this library there will be a complete set of all textbooks and samples of all supplies used in the schools, educational reports, college catalogs, government bulletins and other sources of valuable information.

(e) To issue, under the direction of the Superintendent of Schools, tests in various subjects for the purpose of supplying him with definite data in reference to policies—educational or administrative.

(f) To make surveys and supervise investigations under the direction of the Superintendent of Schools with such assistance as he may deem proper and advisable.

The work of this department may be briefly described as that of relieving the higher school officials of matters relatively less important than the supervisory work they are engaged to do, and of furnishing officials with information at once fresh and reliable and valuable. Further, it provides a plan for ordering books and supplies, with a resultant economy of much value. It makes possible the establishment and development of a useful library in the office of the Superintendent of Schools, and aids in the testing and measuring of educational results.

Such a Department of Reference and Research has been created in Newark to meet the demand for efficiency and economy based upon investigation. A similar course has saved large sums of money in the industrial field. It will afford like service in the educational field for investigation shows economy or extravagance, success or failure. It will furnish a reliable foundation for discussion and will indicate the necessity for new or for different policies.

REORGANIZATION OF THE DEPARTMENT OF SUPERINTENDENCE

The continued growth of the school system and the increase in the number and variety of educational activities has placed a heavy burden upon the Department of Superintendence. For several years the work has accumulated beyond reasonable limits and official action in important matters has often been delayed because the amount of work was greater than the superintendent's force could handle. The assistant superintendents have necessarily been kept out of the schools to do required office work. It has been physically impossible for superintendents to find the time to visit all the classes in the five hours a day that the schools were open. More assistance was needed, otherwise the progress in the schools would be seriously impeded.

There was needed, too, a better organization of the Department of Superintendence. There were several supervisory positions that were mere adjuncts and not well and closely related to the general system. There were two prominent and well-known examples of loose coordination.

The summer schools were not as closely related to the regular system as they ought to have been. Their important service needed to be augmented by a new adjustment. Another case was that of the education of adults through the public lecture system. The experimental stage of this work has passed and the work should hereafter be developed and supervised by a member of the superintendent's staff. The unification of the schools and of all school activities in an organic and vital way under the immediate direction and personal supervision of the Superintendent is necessary to achieve the best results.

The necessary action was taken to improve this department when the Board concurred in the following recommendations:

(a) That the position and title of First Assistant City Superintendent be abolished.
(b) That the position and titles of Supervisor of Summer Schools and of Supervisor of Public Lectures be abolished and that the duties hitherto performed by incumbents of these positions be assigned by the Superintendent of Schools to his immediate assistants.
(c) That the work of the Department of Reference and Research be assigned by the Superintendent of Schools to one of his assistants, he to have, as previously provided, a competent clerk and stenographer as assistant.
(d) That Arthur G. Balcom and Edgar S. Pitkin be appointed Assistant Superintendents of Schools, dating from September 1, 1918.

These men strengthen the Department of Superintendence. Mr. Arthur G. Balcom has been principal of the Franklin School for twenty-three years. By his straightforward dealing he has won universal admiration. His successful career as the head of one of our large, important, and successful schools and as Supervisor of Public Lectures has fitted him for the broader responsibilities of the assistant superintendency. He brings to the office an honorable record, superior character, ripened judgment, and high educational ideals. Mr. Edgar S. Pitkin has for twelve years served the school system and has deservedly earned an excellent reputation as principal of McKinley (widely known as Seventh Avenue) and Cleveland schools, and as Supervisor of Summer Schools. He is progressive, energetic, clear visioned. His work in the all-year, summer, and alternating schools has peculiarly fitted him for leadership in the development of these various types of schools.

The department has been reorganized and the work has been assigned in a way to insure improved service. It is believed that the progress of the schools will be greatly accelerated by the closer supervision now possible.

MEETINGS OF THE BOARD, THE SUPERINTENDENT THE TEACHERS

The relations between the Superintendent of Schools and the Board of Education on one hand and the teaching body in the schools on the other should be of the most cordial character. Only by mutual respect and confidence and cooperation can they be made so. The authorities should feel that the teachers are working upon a high professional plane and preeminently for the welfare of the children; the teachers should feel that the authorities are considerate and appreciative of their efforts. It should be the effort of the one to create conditions that make for happiness and success, of the other to comply cheerfully with all just rules and regulations and to work for the benefit of the children and the success of the schools. There should be conscious effort made to discredit rumors, to frown upon insubordination, and to prevent misunderstandings.

The Committee on Instruction and Educational Supplies, following its well-known policy of perpetuating the happy and favorable conditions in the schools, on March 22, 1917, held a meeting for the purpose of hearing the teachers on the subject of salaries. Representatives of all the various ranks and grades of teachers urged an increase and gave cogent and convincing reasons for the claims advanced. The reasons, briefly summarized, were the great increase in the cost of living, the ascending scale of wages in all branches of industry, and the increasing professional demands in the way of additional preparation. The meeting was largely attended and was productive of good results in many ways. One was the adoption of a new schedule of salaries which gave as large an increase as the amount of money obtainable permitted. Last year another appropriation permitted a still further increase of the salaries of teachers of the lower ranks, who have hitherto, everywhere in the country, been greatly underpaid. Other communities took action likewise but raised the salaries to higher figures than did Newark. For so many years Newark has been in the van in the matter of salaries that it seemed unfortunate to lose place in so worthy a cause as that of adequate remuneration for teachers. The expense of living and the demands are as great in Newark as in any part of the metropolitan district. It is right and just that Newark should pay her teachers as much as places of less wealth pay. It is desirable that in due time the salary schedule be further amended to remove all possible cause for dissatisfaction and uneasiness.

Another meeting called a "Get Together" meeting was held by the then Acting Superintendent of Schools in the South Side High School at the opening of the term in 1917. An Institute was held in the same school September 12 and 14, 1918. These meetings were of a professional character and were stimulating and productive of good. They were very well attended. The purpose was primarily to furnish an opportunity for the Superintendent to talk with the teachers and to outline the policies of the year in order to secure intelligent and willing cooperation in all his plans. Dr. P. P. Claxton, United States Commissioner of Education, Dr. George D. Strayer, President of the National Education Association, Dr. Thomas M. Balliet, Dean of New York University, and Dr. Calvin N. Kendall, Commissioner of Education of New Jersey, were also among the speakers, each bringing a message of great value. The teachers manifested genuine enthusiasm at the meetings and showed, with considerable unanimity, their appreciation and commendation.

One action by the Board of Education within the two years covered by this report was of unusual importance in its possibilities for service. It was the appointment of an Academic Council, composed of the following named representative teachers: Dr. Daniel C. Knowlton, Ruth T. Healy, Caroline G. Howe, Grace L. Wright, Arthur G. Balcom, Frances S. Dunning, Jessie T. Doty, Ruth T. Farrow, and Harriet N. Harrison. The purpose is to have the Council confer with the Board and the Superintendent of Schools on matters affecting the welfare of the schools. The Academic Council will, at two stated meetings a year, with the authorities, present, from the teachers' viewpoint, matters of widespread interest to the school system. The Academic Council is not a bureau of complaints nor will it concern itself with matters that are purely selfish in character. It is without responsibility or legal status, except that given by its creation. Its function will be to act in an advisory capacity to the end that wise action may be taken on professional matters affecting the whole educational system. Its opportunity for service is great, and the personnel of the Council insures that such service will be rendered in a most acceptable manner.

CONCLUSION

It is very clear that the Superintendent of Schools in a large city must be an executive that makes *effective* measures based upon common opinion as acceptable and desirable. He must be a leader, always ahead of his schools, with a vision to lure them on, if the schools are to perform their proper service. He must have insight, poise, and sound judgment that he may select the things that are good and wise. It ought not to be necessary to say that he should have power as well as responsibility in order that his leadership may be effective. The principal of a school in a smaller field performs the same office for his school that the Superintendent does for the system. He, too, must be a leader with a vision, else the "people—that is, teachers and children—perish" from the routine and its narrowing and deadening influence. His school in every way must feel the stimulus of his energy and of his professional ideals. He is concerned chiefly with those things which relate to and affect the life and work of the school as a whole. The teacher's field, in turn, is that of instructing, training, developing, inspiring the children. This is the paramount purpose for which the schools exist. All the forces in the school system should and must be brought into cooperation to make this work a great success. Without clear definition of the fields of work and unity and cooperation certain failure will be the result; with them, the purpose will be accomplished. There must be full recognition of the separate fields of effort and responsibility and an acceptance of authority and willing compliance with its requirements.

Government should be more democratic than autocratic, but a democratic government has authority and power as well as an autocratic government. It is no weak apologetic suppliant. Individuals and states give way for the common good. It bases its action upon the confidence and the will of the people. It is efficient to the degree that it achieves the common purpose and the common ideal. So must these be in a school system, unity of purpose, cooperation of effort, full and willing recognition of rightful authority. This leads into the largest freedom and to the greatest efficiency. With such conditions we will be able to solve the important problems which confront us in the immediate future.

In conclusion, it affords me gratification and pleasure to express my appreciation and cordial thanks to the Board of Education and to the teaching and the supervisory forces for support and cooperation throughout the year.

Respectfully submitted,

DAVID B. CORSON,
Superintendent of Schools.

SPECIAL REPORTS

APPENDIX A

Home and School Gardens

Excerpts from Report of

WARREN A. ROE,

Supervisor of Home and School Gardens

The work of stimulating garden activities in the city of Newark has made favorable progress when compared with achievements in other cities. The city problem is of a dual nature: first, the instruction of children in simple elements of gardening in the regular schools and summer schools and at the school gardens; and second, the instruction of children attempting home projects as well as community supervision.

School Gardens

The variety of types of schools in Newark presents a difficult problem for securing the best results in instruction and production in school gardens. In the all year schools and in schools where summer sessions follow the regular ten months' session this problem is fairly easy of solution. The pupils of the School for the Deaf are gathered from all parts of the city and disperse in June, yet surely a garden at this school is worth while. The pupils at Binet schools also disperse in June and it is impossible to assemble them during the summer, yet no educator of today would think of depriving them of garden opportunities. The out-of-door activities of the ungraded schools are too valuable to abandon, yet attendance at these schools is secured during the regular school year only by a high degree of compulsion; in July this vanishes. The solution in all these cases appears to be such maintenance during the summer as will make the product available for school use in the fall.

Much was accomplished during the season of 1918 in twenty schools as well as in eleven summer schools. The twenty schools working school gardens were: Barringer High, Abington Avenue, Avon Avenue, Franklin, Hawkins Street, Hawthorne, Miller Street, Moses Bigelow, Ridge, Washington Street, Webster, Girls' Vocational, Academy Street Ungraded, Ungraded No. 1, Ungraded No. 2, State Street (Binet No. 1), Coes Place (Binet No. 2), Alyea Street (Binet No. 3), Elizabeth Avenue Open Air, and the School for the Deaf. The most successful of these gardens were the Elizabeth Avenue Open Air, Abington Avenue, Hawthorne at the Nye Tract, Ridge, and Franklin. The least successful were the Hawthorne at the Bragaw Tract and Avon Avenue. In the spring term over four hundred pupils in the twenty schools above mentioned averaged two periods weekly in the gardens. During the summer approximately two hundred and fifty pupils averaged one or more periods weekly; this average was low because of the small number of pupils who came to the gardens of the ungraded and Binet schools.

The school gardens were a distinct improvement over those of the preceding year. Schools having gardens cooperated better with the supervisor and the field workers. The task of remaking the rather poor types of soil available made progress. Soil from fourteen of the gardens was supplied to the State Agricultural College and complete tests were made upon six samples which were found to be excessively sour. The reconstruction of these soils is a difficult problem. The seeds used were tested by Mr. Edgar R. Dickerson in his classes at Central High School and found to be of good quality.

In accordance with country wide practice all products went directly to the pupils engaged in the work, except where pupils by agreement with their principal had provided that they be disposed of for war activities, or where they were required for school purposes, such as,—feeding tubercular pupils at the Elizabeth Avenue Open Air School; supplementing lunches at ungraded and Binet schools; providing fresh vegetables for the soldiers' mess at Central High School; providing material for use in school lunches and for canning lessons in the cooking classes of ten summer schools.

The degree of success attained in the various gardens was dependent upon the cooperation of interested principals and teachers. A large number of teachers were found capable of giving some instruction in gardening. The last weeks of June, however, a time when plant growth is rapid and when frequent cultivation is imperative to check the weed growth, is the time when principals and teachers are busiest. Many of the difficulties and not a few of the failures in the school gardens are caused by lack of attention at this time. The garden work in the regular schools will be handicapped until such time as the Board of Education shall employ one or more instructors in gardening throughout the year.

"Garden Steps" was listed as a textbook for teachers' use, and the "Home Vegetable Garden," a publication of the State Department of Agriculture, was made available for classroom use. A series of forty lessons in groups of ten has been arranged for use in the 5B, 5A, 6B, and 6A grades and, if approved by the Board of Education may be used in those grades to supplement the work in nature study and elementary science. These periods might well be given a civic betterment direction by emphasizing gardening as well as such simple orchard information as would lead to the planting of dwarf fruit trees in the residential sections of the city.

Pupils who have home gardens are greatly interested in instruction but usually cooperate very little in the school project. Obviously the instruction at school is intended to function at home, and if it is to be effective must be followed up there. At present this follow-up work during the school year is performed by volunteer teachers and older pupils. In many cases there is none. Manifestly this is unsatisfactory and inadequate. The best results throughout the country have been obtained where a teacher in each school

SCHOOL GARDENS, 1918.

Top—Barringer High School. Middle—Elizabeth Avenue Open Air School.
Bottom—Ungraded School No. 1.

has been charged with responsibility for that school and paid in addition to the regular salary a small sum for the five months in which the work is done. This provides a center for distributing materials, establishes a requirement that such teachers become familiar with garden literature, and in the course of time produces a corps of experienced instructors for the summer work who are familiar with local conditions. From the standpoint of the home with limited garden space, it is unwise to take a large part of this space to devote to child use when in cooperation with the parents far greater economic results can be obtained without decreasing the educational values for the child. This develops the second phase of the work.

Home Gardens

An endeavor was made during the past summer to reach both pupil and parent at home with a considerable degree of success. The employment of five field workers was fully justified by the results secured and by the reception given them by the public. The experience of the first few days demonstrated that community and pupil supervision should be inseparable if the greatest service was to be rendered. 2362 pupil home gardens were reported through the schools, a small fraction of the gardens in the city. 4041 visits were made to these gardens. In making these visits workers passed many other gardens which would benefit largely from a few simple suggestions.

In order that an estimate for the whole city might be secured, each inspector was directed, after having completed his first round of visits to listed gardens, to "select one or more blocks in his district (where gardens are possible) showing the highest effort and one or more blocks showing the lowest effort, and to ascertain the following facts: (a) the number of houses, (b) the number of houses with gardens, (c) the number of houses with gardens reported by the schools of the district." Following is a summary of the data so obtained:

HIGHEST USAGE FOUND IN BACK YARDS IN AVAILABLE AREAS

Instructor	Location of Block	Total No. of Houses	Houses With Gardens	Houses Reported by School
Mr. Noll	Mt. Prospect Ave.—west side, 6th Ave. to Park Ave.	36	27	11
"	Mt. Prospect Ave.—east side, 6th Ave. to Park Ave.	27	21	9
"	North 7th St., Berkeley Ave. to Chester Ave.	9	8	0
Mr. Crane	Delancey St., Jefferson St. to Adams St.	23	23	8
Mr. Burke	Belmont Ave., Rose St. to Waverly Ave.	40	27	6
Mr. Hanson	16th St., South Orange Ave. to 14th Ave.	46	46	10
"	No. Smith St., Norwood Pl. to Tremont Ave.	11	11	3
Mr. Cuthbert	Runyon St., east from Clinton Pl.	24	21	6
	Total	216	184	53
	Per cent of total number of houses having gardens		85	29

LOWEST USAGE FOUND IN BACK YARDS IN AVAILABLE AREAS

Instructor	Location of Block	Total No. of Houses	Houses With Gardens	Houses Reported by School
Mr. Noll	North 7th St., Park Ave. to 6th Ave.	28	8	1
"	North 7th St., Park Ave. to 4th Ave.	26	1	0
Mr. Crane	Jackson St., Ferry St. to Clover St.	13	5	2
"	VanBuren St., Ferry St. to Lafayette St.	12	10	6
Mr. Burke	Barclay St., Spruce St. to Montgomery St.	54	16	8
Mr. Hanson	Fairmount Ave., So. Orange Ave. to 13th Ave.	43	22	3
Mr. Cuthbert	Chadwick Ave., Clinton Ave. to Madison Ave.	33	16	1
	Total	209	78	21
	Per cent of total number of houses having gardens		37	27

COMBINED AVERAGES

Highest effort	216	184	53
Lowest effort	209	78	21
Total	425	262	74
Per cent of total number of houses having gardens		62	28

Using the percentages from these reports and estimating the homes in the city at 45,000, we secure the following estimates of value and acreage for the city back yard gardens, which have been carefully rechecked by Mr. Coleman of the Vacant Lot Association, and we believe them to be conservative:

45,000 dwellings less 15,000 without ground space, 30,000 homes.
30,000 homes times 62% average usage, 18,600 gardens.
18,600 gardens at $10 per garden average product, $186,000.
18,600 gardens averaging 625 sq. ft. per garden, 11,625,000 sq. ft
11,625,000 sq. ft. divided by 40,000 sq. ft. (the number of sq ft in a city block), 290 city blocks, or acres.

Without attempting to justify this estimate, it seems clear that if any considerable fraction was maintained by interested citizens, a duty would rest upon the educational leaders of the community to recognize and promote so valuable a civic effort. The number of gardens was too great to be reached by five instructors who could give only a part of each day to field work, having previously performed an exacting half-day's work in school gardens. About 4,000 visits were made to these gardens, however, in addition to the 4,041 visits made to listed gardens. It is too soon to say that the number of field workers should be increased although that appears probable. Certain factors plainly indicate the limits of this work. Experience proves that six to eight calls an hour are all that a worker can accomplish. That means eight to ten minutes to get from garden to garden, discuss conditions, and give suggestions. This limits the number of visits with the present corps of workers to eight thousand at the most. It may be that by careful elimination of certain congested areas, of homes where practical gardeners are employed, and of those homes where training and experience has produced excellent gardens, and by devotion to the large area that needs help, we can reduce the field to proportions which will enable us to cover most of the city several times each season. The usefulness of the home extension work will increase as the knowledge that it is available spreads and as a corps of workers experienced in local conditions is developed. During the past summer, this work was decidedly effective in increasing production in such gardens as could be covered.

The instructors were exceptionally successful in securing the replanting of gardens after the first crop matured. Many first year gardens were thus made doubly productive. In almost every case, the mere fact of inspection acted as a stimulus to secure continued cultivation. In the second round of visits the men reported that suggestions made upon earlier visits had in many cases been acted on.

In the so-called foreign sections of the city the people were at first suspicious but when convinced of the friendliness of the visits showed a remarkable cordiality and receptiveness. A truly interesting element in this work was the universal cordiality of the people visited. They seemed to feel that friendly visits from representatives of a governing municipal body were a most unusual occurrence. The Board of Education has gained friends as a by-product of this summer's work in home gardens.

A valuable feature of the summer's work was the making of a survey of the vacant lot areas and the establishment of a card index of such land in the office of the Vacant Lot Association. The field workers secured complete data for every street covered and these reports were combined with the lot assignments and consents available, forming a valuable asset for securing the use of vacant land in the future. The data collected included such information as availability for use, soil condition, etc. If this is rechecked next year it will form a permanent record of great value.

APPENDIX B

School Lunch Rooms

Excerpts from Reports of

Warren A. Roe, *Principal of Hawkins Street School, and*

Jennie M. Dowie, *Supervising Primary Vice Principal*

of Lawrence Street School

Several years ago the preparation and service of penny lunches were authorized in South Street, Lawrence Street, and Hawkins Street schools. They were soon discontinued in South Street School.

These penny lunches were designed to provide a warm luncheon for three classes of pupils, namely, (1) those who were obliged to eat at school during the noon recess, (2) those whose working mothers were unable to be at home to prepare a mid-day meal, (3) those whose food at home was not sufficiently nourishing.

The following statistics are of interest:

NUMBER OF PORTIONS SERVED

	1915-16	1916-17	1917-18	Total
Hawkins Street				
Soup and crackers	13,851	12,511	2,563	28,925
Crackers	3,161	14,317	1,602	19,080
Fruit and crackers	7,281	8,556	508	16,345
Ice Cream	4,300	2,641	-----	6,941
Total	28,593	38,025	4,673	71,291
Lawrence Street				
Bowls of soup	9,030	5,925	-------	14,955
Cups of cocoa	1,019	* 79	-------	1,098
Crackers	5,506	5,588	-------	11,094
Bread	-------	†1,647	-------	1,647
Total	15,555	13,239	-------	28,794

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* Cocoa was not sold after December 1, as it was too expensive.

† Bread was sold with the soup the first year, but it was necessary to charge extra for it the second year.

FINANCIAL STATEMENT

	1915-16	1916-17	(2 mos.) 1917-18
Hawkins Street			
Balance on hand	$147.85	$135.96	$ 74.21
Receipts	331.93	419.07	80.82
Total	$479.78	$555.03	$155.03
Expenses	343.82	480.82	119.37
Balance	$135.96	$ 74.21	$ 35.66
Lawrence Street			
Balance on hand	....	$ 17.73	....
Donations	$ 27.00	50.63	....
Receipts from sale of lunches	270.34	195.37	....
Total	$297.34	$246.00	....
Expenses	269.61	246.00	....
Balance	‡$ 27.73	....	....

The average daily costs and receipts for the first two months of each year at the Hawkins Street lunch room were as follows:

	1915-16	1916-17	1917-18
Receipts	$1.50	$1.79	$1.72
Cost	1.76	2.49	2.52

Both the Hawkins Street and Lawrence Street lunch rooms were self-supporting during the first year, 1915-16. In 1916-17, both schools showed a deficit which was met by donations from interested persons. Owing to an increase of 83 per cent. in the cost of food the Board of Education made an appropriation of $200 to each of these schools in 1917 to pay the operating expenses of the lunch rooms.

The Department of Medical Inspection has declared repeatedly its belief in the value and effectiveness of these lunches. The success of the plan is also attested by the experience of the two schools as follows:

Principal Roe of Hawkins Street says: "It is significant that we never have in the afternoon a case of discipline with pupils who take luncheon at the school. Our teachers are a unit in their approval of the plan, and not one has ever withdrawn from voluntary noon supervision. In addition, a comparison of attendance shows that since the luncheon has been provided our pupils are present upon rainy days, for parents know that, if necessary, the children can remain at school all day."

Miss Dowie, primary vice principal in charge of Lawrence Street, says: "The teachers agree that the afternoon attendance has been much improved, and that pupils are better able to do their work after having a hot luncheon. Many of our pupils do not have this at home, and the benefit to them, physically, is quite noticeable."

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‡ $10 donated by the Lawrence Street School was returned to the school fund.

APPENDIX C

School Savings Banks

Excerpts from Reports of

Elmer K. Sexton

Assistant Superintendent of Schools

The East Side High School bank was started March 1, 1915 with the approval of the Board. Seven additional school banks were opened during 1916-17:—Newton, Hamburg Place, Washington Street, and Lafayette, organized December 11, 1916; Abington Avenue, January 29, 1917; Cleveland, February 7, 1917; and Central High, February 19, 1917. One additional school bank was opened during the year 1917-18:—Warren Street, February 4, 1918. There are now nine schools having school savings banks. Although more time is required than was at first contemplated, all principals engaged in the work agree that school savings banks are of sufficient educational value to justify their establishment.

Following is a financial statement of the school savings banks from the date of their organization to July 1, 1918:

Balance on hand in school savings banks July 1, 1917		$ 4,637.03
Amount deposited in S. S. B. July 1, 1917 to July 1, 1918	$14,082.83	
Interest credited S. S. B. July 1, 1917 to July 1, 1918 (not including July 1, 1918)	78.66	14,161.49
Total		$18,798.52
Amount transferred to pupils' accounts in local savings banks during year	$ 9,492.20	
Amount withdrawn by pupils from S. S. B. during year	4,777.99	14,270.19
Amount on hand in S. S. B. July 1, 1918		$ 4,528.33
Bank balance	$ 3,436.53	
Liberty bonds	810.00	
W. S. and Thrift Stamps	281.80	$ 4,528.33

CUMULATIVE REPORT

Total amount deposited in S. S. B. to July 1, 1917	$15,772.74		
Amount deposited July 1, 1917 to July 1, 1918	14,082.83	$29,855.57	
Interest credited S. S. B. to July 1, 1917	$ 107.77		
Interest credited July 1, 1917 to July 1, 1918 (not including July 1, 1918)	78.66	186.43	$30,042.00
Amount transferred to pupils' accounts in local savings banks to July 1, 1917	$ 6,813.50		
Amount transferred July 1, 1917 to July 1, 1918	9,492.20	$16,305.70	
Amount withdrawn by pupils from S. S. B. to July 1, 1917	$ 4,429.98		
Amount withdrawn by pupils July 1, 1917 to July 1, 1918	4,777.99	9,207.97	25,513.67
Amount on hand in S. S. B. July 1, 1918			$ 4,528.33

Number of depositors in S. S. B. July 1, 1917	4,169	
Number of new depositors July 1, 1917 to July 1, 1918	2,461	
Total number of depositors during year		6,630
Number of depositors who have withdrawn all deposits during year		1,847
Number of depositors July 1, 1918		4,783

CUMULATIVE REPORT

Total number of depositors in S. S. B. to July 1, 1917	4,851	
Number of new depositors July 1, 1917 to July 1, 1918	2,461	
Total number of depositors since opening of S. S. B.		7,312
Number of depositors who have withdrawn all deposits from S. S. B. to July 1, 1917	682	
Number who have withdrawn all deposits from July 1, 1917 to July 1, 1918	1,847	
Total number of depositors who have withdrawn all deposits		2,529
Number of depositors July 1, 1918		4,783

The school savings banks, except that connected with the East Side High School, have been opened less than two years. During the school year 1917-18, $14,082.83 was deposited by pupils in the school savings banks; $9492.20 was transferred from the school savings banks to the pupils' accounts in our local savings banks; and $4777.99 was withdrawn by pupils from the school savings banks. Considering the sale of Thrift and W. S. S. and the many other requests for money, this is a very good showing compared with last year. It represents a total of nearly the same amount as was deposited last year, and represents a very much greater proportion transferred to pupils' accounts in the local savings institutions as compared with the amount withdrawn.

It will be seen by examining the appended detailed report of the various school savings banks (Table II) that five show a decrease in deposits; while Hamburg Place, Lafayette, Abington Avenue, and Warren Street (new bank) represent an increase. The schools which have an increase in the number of depositors (Table III) are Warren Street 509 (new bank), Lafayette 380, Cleveland 23, and Newton 9, while the total increase in the number of depositors July 1, 1918 over that of July 1, 1917 is 614.

In the Lafayette School, out of an average enrollment of 1949 (including kindergarten), there are 1500 pupils who are depositors in the school savings bank; and in the Newton School, enrolling 1807, there are 1139 depositors. This is an excellent showing for these two schools, and is worthy of favorable comment. The number of pupils taking part in the formation of the habit of thrift largely determines its value to the community, state, or nation. It is quite clear from the tables shown that the school savings banks are very much more popular in the elementary schools than in the high schools.

It is interesting to note that 1357 pupils who were in the schools at the close of the year have deposits drawing interest in our local savings banks made from their savings originally deposited in the school savings banks. This is a decrease of 427 pupil-depositors since July 1, 1917, due no doubt to investments in Thrift and War Savings Stamps and Liberty Bonds. We have not yet made a study of the extent to which these pupil-depositors persist in their habit of saving through the agency of the local savings banks. This we hope to do in the near future.

Comparatively few schools as yet have opened savings banks because the sale of Thrift and War Savings Stamps temporarily supplied the medium for encouraging thrift in all schools. During the year 1917-18 $171,655.53 in cash was received by the schools from the sale of Thrift and War Savings Stamps. Liberty Bonds of the first, second, and third issues exceeding $150,000 in value were subscribed for by pupils. Considerable amounts were also contributed by pupils to the Red Cross, Surgical Dressings Committee, War Camp Community Service Fund, the Y. M. C. A. War Fund, the Belgian Relief Fund, the Armenian-Syrian Relief Fund, the Halifax Relief Fund, the Tobacco Fund, the Library Fund, and the Knights of Columbus Fund. Thirty-two schools, enrolling about 27,000 pupils became Junior Red Cross Auxiliaries, and contributed $3875.15 in cash toward membership dues over what they had already contributed to the various funds. All of these activities have made the children feel that they have something to do which is worth while, as well as inculcating the habit of thrift.

After considering the time required to operate successfully these school savings banks, which however in the main is done out of school, and does not interfere with any class-room work, it is quite clear that the good results arising from the formation of the habit of thrift, if it persists, is worth while and should be a part of the training of the child.

I would recommend that in the future either the sale of Thrift Stamps be continued indefinitely or savings banks be opened. The advantage of the establishment of savings banks over the sale of Thrift Stamps is that the savings banks take care of the pennies and the Thrift Stamps take charge of larger denominations. There is a distinct advantage to the pupils in some sections of the city of a system which will take care of the smallest amounts. If the Government makes provision for accepting amounts smaller than the value of a Thrift Stamp, there will not be this difference between the two systems of thrift—the School Savings Bank and the Thrift Stamp movement.

TABLE I—REPORT OF SCHOOL SAVINGS BANKS BY SCHOOLS FOR THE YEAR ENDING JUNE 30, 1917.

SCHOOL	Total amount of deposits during year	Interest credited by savings bank to school bank	Amount transferred from school to pupils' savings bank accounts during year	Amount withdrawn by pupils during year	Amount to credit of school bank July 1, 1917	Total number of depositors since organization of bank	Total number of depositors who have withdrawn all deposits	Number of depositors July 1, 1917	No. of savings bank books held by school depositors into which transfer of school bank funds have been made	Average amount deposited by each depositor	Amount of interest credited on pupils' accounts during year
Central High	$ 621.90	$ 3.83	$ 13.50	$ 237.15	$ 375.08	96	22	74	* 21	$6.47	$ 3.28
East Side High (1916-17)	3,067.09	48.69	....	2,133.73	1,879.77	408	169	239	* 67	9.15	40.80
East Side High (before 1916)	2,010.73	26.41	....	1,139.42	....	....	....	....	....	....	11.09
Abington Avenue	791.69	2.28	419.00	72.62	302.35	362	45	317	113	2.18	....
Cleveland	1,113.14	4.59	972.00	28.66	117.07	445	46	399	287	2.50	....
Hamburg Place	2,475.92	2.86	2,209.00	64.65	205.13	664	83	581	430	3.72	....
Lafayette	1,529.43	4.12	969.00	94.83	469.72	1,246	126	1,120	309	1.22	....
Newton	2,769.11	11.55	1,438.00	235.90	1,106.76	1,217	87	1,130	473	2.27	....
Washington Street	1,393.73	3.44	793.00	423.02	181.15	413	104	309	172	3.37	....
Total for 1916-17	$13,762.01	$ 81.36	$6,813.50	$3,290.56	$4,637.03	4,851	682	4,169	1,872	$2.88	†$44.08
Grand Total (since organization of school savings banks)	$15,772.74	$107.77	$6,813.50	$4,429.98	$4,637.03	4,851	682	4,169	1,872	$2.88	†$55.17

* Interest bearing accounts in school.

† Interest credited on pupils' pass books by the city banks is not recorded here.

TABLE II —REPORT OF SCHOOL SAVINGS BANKS BY SCHOOLS FOR THE YEAR ENDING JUNE 30, 1918.

SCHOOL	Amount to credit of school bank July 1, 1917	Total deposits during school year	Increase in deposits over 1917	Interest credited during year by savings banks (Not inc. July 1, 1918)	Total credits	Amount transferred from school to pupils' savings bank accounts during year	Amount withdrawn by pupils during year	Total debits	Amount to credit of school bank July 1, 1918
Central High	$ 375.08	$ 295.45	*$ 326.45	$ 7.20	$ 677.73	....	$ 471.74	$ 471.74	$ 205.99
East Side High	1,879.77	1,587.77	* 3,490.05	34.38	3,501.92	....	1,401.10	1,401.10	2,100.82
Total	$2,254.85	$1,833.22	*$3,816.50	$41.58	$4,179.65	....	$1,872.84	$1,872.84	$2,306.81
Abington Avenue	$ 302.35	$1,248.41	$ 456.72	$ 4.74	$1,555.52	$1,153.00	$ 211.37	$1,364.37	$ 191.13
Cleveland	117.07	841.31	* 271.83	2.00	960.38	857.00	52.21	909.21	51.17
Lafayette	469.72	2,471.20	941.77	3.63	2,944.55	1,523.62	857.95	2,381.57	562.98
Hamburg Place	205.13	3,499.56	1,023.64	7.21	3,711.90	3,264.14	239.42	3,503.56	208.34
Newton	1,106.76	2,651.98	* 117.13	14.49	3,773.23	2,101.00	769.71	2,870.71	902.52
†Warren Street	....	431.60	431.60	....	431.60	169.44	133.60	303.04	128.56
Washington Street	181.15	1,055.55	* 338.18	5.01	1,241.71	424.00	640.89	1,064.89	176.82
Total	$2,382.18	$12,199.61	$2,126.59	$37.08	$14,616.59	$9,492.20	$2,905.15	$12,397.35	$2,219.24
Grand Total	$4,637.03	$14,082.83	*$1,689.91	$78.66	$18,798.52	$9,492.20	$4,777.99	$14,270.19	$4,528.33

† Opened February 4, 1918. * Decrease.

TABLE III.—ANALYSIS OF THE NUMBER OF DEPOSITORS IN SCHOOL SAVINGS BANKS 1918.

SCHOOL	Number of depositors July 1, 1917	Number of new depositors during year	Total number of depositors during year	Number of depositors who have withdrawn all deposits	Number of depositors July 1, 1918	No. of savings bank books held by school depositors into which transfer of school bank funds have been made	No. of savings bank books held by pupils who graduated during year
Central High	74	6	80	35	45	....	....
East Side High	239	22	261	81	180	....	....
Total	313	28	341	116	225	....	....
Abington Avenue	317	162	479	171	308	110	* ....
Cleveland	399	107	506	84	422	241	6
Lafayette	1,120	880	2,000	500	1,500	276	30
Hamburg Place	581	307	888	428	460	224	22
Newton	1,130	147	1,277	138	1,139	332	* ....
†Warren Street	....	662	662	153	509	72	1
Washington Street	309	168	477	257	220	102	* ....
Total	3,856	2,433	6,289	1,731	4,558	1,357	59
Grand Total	4,169	2,461	6,630	1,847	4,783	1,357	59

† Opened February 4, 1918.

* Information not available.

NOTE—The depositories of the school savings banks are the Security Savings Bank, the Springfield Trust Company and the Ironbound Trust Company.

APPENDIX D

Public Lectures

Excerpts from Report of

ARTHUR G. BALCOM

Supervisor of Lectures

The public lecture system had its beginning over twenty-five years ago in connection with the evening schools, and like other phases of educational work has steadily grown, until now it is recognized as supplying vital information from many sources to the general public and to the pupils in our schools.

Evening school principals used to assemble their schools once a week and devote the last forty-five minutes of the session to a program given by the pupils of the school or to a talk given by someone invited for this purpose. These programs became quite general and in 1894, Dr. William N. Barringer, who was City Superintendent of Schools, recommended that a course of lectures be given in the evening schools—"I would recommend that provision be made for a course of lectures on subjects of practical interest to the upper grade classes. These lectures can be given at small cost. They should cover such subjects as are specially useful to the laboring man, the citizen, the mechanic and the business man. I feel sure that great interest can be aroused in our evening school work, and much good done by this course." For several years such a course of lectures was given in the evening schools. At the suggestion of a number of citizens a course of lectures for the public was started at this time and was given in the First Presbyterian Church. The trustees of the First Church set a fine example of broadmindedness in allowing the historic building to be used for lectures at which the general public assembled. It was used for this purpose twenty years or until 1917, when the trustees thought it wise to discontinue such use on account of the increased use of the building by organizations belonging to the church.

The lectures continued as a part of the evening school programs until 1906 when it was decided to have these "Lectures for the People" given in school buildings designated as "lecture centers." Where such buildings were used for evening school purposes the lectures were arranged to be given on evenings when the schools were not in session, thus, giving the pupils a chance to use all of the evening school time for work, and also a chance to attend the lectures if they so desired.

In 1907 there were thirteen school buildings used as lecture centers, the Free Public Library, and the First Church making in all 15 centers. There were two courses of lectures given during the year, the first course extended from the first of October to the middle of December, and consisted of one hundred ten lectures; the second course began the early part of January and lasted until the first part of April and consisted of one hundred thirty-five lectures. The following is the course given at one center at this time, which is typical of programs given in other centers:

SEASON OF 1907-1908

SECOND COURSE

MORTON STREET SCHOOL

Jan. 8. Willis Fletcher Johnson, "The American Flag."
Jan. 15. J. Woodman Babbitt, "Merchant of Venice."
Jan. 29. Carrie Gilman Edwards, "Life Forces in Music."
Feb. 7. Henry Rose, "From Niagara to the Sea."
Feb. 19. R. S. Dawson, "Hawaii."
Mar. 2. Robert G. Weyh, Jr., "Our Pacific Empire."
Mar. 9. C. A. Morton, "Treasures of the Metropolitan Galleries."
Mar. 16. Henry Zick, "Jamestown, the Cradle of the Nation."

The subjects treated in this program are,—history, patriotism, art, music, literature and geography—vital topics to bring to the public mind. The total attendance for the year 1907-1908, two courses, was 105,210.

It can be said without exaggeration that the public lectures meet a desire on the part of a large number of citizens to keep in touch with the vital forces of civilization.

For the most part the lectures are illustrated by stereopticon views and a few lectures by motion pictures. This seems to be the most popular way of giving or imparting information. It is an appeal to the two dominant senses—sight and hearing. A well rounded and coherent lecture given with fluency of expression in a well modulated and distinct tone of voice is made more interesting to the audiences that gather in our lecture centers if accompanied by carefully selected illustrations. An interesting book is made more interesting to the average reader through appropriate illustrations. However, a few lectures are given without picture illustrations. Musical programs have proved to be very popular.

LANTERN AND MOTION PICTURE EQUIPMENT

For a number of years a contract was entered into with Mr. Robert Gilkinson to do all of the projection work connected with the public lectures. He furnished lanterns, motion picture machines and operators. In the meantime some of the principals of schools where lectures were given secured lanterns for school purposes, paying for them out of school funds, and requested that these lanterns be used for the public lectures. This was done, that is, where the principal had a suitable lantern it was used for the public lectures and a nominal sum was allowed from the lecture appropriation to pay for the operating and upkeep of the lantern. By this arrangement quite a saving was made in the expense for projection work. There are twelve schools now that furnish lanterns for the public lectures. Mr. Gilkinson, however, found that this arrangement made less business for him and a year and a half ago offered to sell his lanterns and motion picture outfit to the Board of Education. Upon my recommendation the Board accepted his terms and now owns the outfit.

Projection apparatus will soon be recognized as an essential in school equipment. Only small lanterns are allowed to be purchased by principals now out of the school appropriations. Nearly all of the schools recently built have per-

FIRST FRESHMAN CLASS, NEWARK JUNIOR COLLEGE—ESTABLISHED SEPTEMBER, 1918.

manently constructed projection rooms or booths in the auditoriums, but not one has been supplied with a machine. I would recommend that one up-to-date motion picture machine be purchased each year. It would not be wise to purchase one, even for each large school in the city, but to purchase enough so that a group of schools not far from each other would have a machine. By this arrangement long distance transportation could be eliminated and the wear and tear incidental to such transportation would be reduced to a minimum.

LECTURE ATTENDANCE

The lecture system has grown from a small beginning, twenty-five years ago, with a limited number of programs given in the evening schools, to a system of thirty centers having two courses per year, with nearly two hundred lectures per course. For the season 1915-1916 there were four hundred lectures given with an aggregate attendance of 160,890.

Last year's attendance at lectures was considerably below the average of former years as seen from the accompanying record. During the time that America was engaged in the World War the attention of the average citizen was centered on the war and he reasoned that he should be doing his part to help "win the war." The same influences and forces that depleted the attendance at evening school operated to lessen the attendance at public lectures. Now that the war is over I am expecting at least a normal attendance at lectures.

There were 182 lectures given at 29 centers for the first course of 1917-1918. The aggregate attendance at these lectures was 59,055 with an average attendance at each lecture of 324.

Owing to the stringency of the coal situation the second course of lectures was postponed to the months of March and April. There were 143 lectures given at 30 centers for the second course of 1917-1918. The aggregate attendance at these lectures was 38,820 with an average attendance at each lecture of 271.

Through the establishment of a school museum, the lecture equipment may be made available for the use of teachers in presenting subject matter through the use of the reel and slide so that it may be visualized and made more real to the pupils. In this way the lecture system can be linked up to the schools and made a most helpful factor. Already definite steps have been taken to realize this object through the appointment of a projection operator, Mr. William J. Alexander, who will have supervision of all projection work done in the schools and who will hold himself in readiness to render assistance in this work where it is needed.

APPENDIX E

Summer Schools

Excerpts from the Reports of

Edgar S. Pitkin

Supervisor of Summer Schools

Session of 1917

CHANGES

The schools in operation were the same as last year with the addition of the Charlton Street School, which was not opened in 1916 on account of contemplated building operations, but was reopened in the summer of 1917. Our experience with this school justifies the opinion expressed in a previous report that when a school is closed the pupils do not go to a neighboring school. The summer schools near Charlton Street were but little larger in 1916 with that school closed than they were in 1917 with the school opened. This is due to school loyalty, to habit, and to the fact that the parents do not like to send the smaller children to strange schools.

The epidemic of 1916 affected the summer schools of 1917. The enrollment was slightly smaller than in 1915—the banner year so far as attendance is concerned—but larger than that of any year previous to 1915.

PROMOTION CLASSES

A remarkable development has been the swing away from the regular or so-called manual training classes, to the promotion classes. A few years ago the great majority of the classes were in the regular or manual training group, and in some schools there were no promotion classes at all. Two years ago the classes of each group were about equal in number. In 1917, the promotion classes were in the majority, and some schools were organized on a complete promotion-class basis. Economic pressure, the desire to save time in the school course, the success of the all-year schools,—all these factors have helped to bring about this result.

Even though only a small percentage of the pupils are able to gain a grade or to make up a failure, there seems to be a growing desire on the part of the parents that their children shall get a better training in regular subjects, and a feeling on the part of the pupils that taking the summer work strengthens the chances of promotion the following semester. Another force operating for an increase in enrollment is the fact that pupils like to go to school.

The follow-up inquiry made every year into the progress of pupils promoted by the summer schools has been illuminating. From 75% to 90% of the pupils gaining promotion September 1st by reason of summer school attendance have been again promoted February 1st. The success of the summer school promotion classes is a striking evidence that the movement to cut down waste in the industrial world is carrying over into the educational world.

Several progressive principals organized rapid advancement classes in their schools February 1st. These classes were well started on their second semester's work when school closed in June. Continuing this work under the same teacher in the summer term, practically entire classes completed the work of forty weeks in twenty-six. Formerly a bright pupil, in order to advance more rapidly than his class had to skip a semester. Now the promotion classes enable him to get the minimal essentials leaving the mass of incidental knowledge to be grasped in reviews, or in geographical, historical, and literary readings.

Large 8A promotion classes were maintained in Bergen Street, Monmouth Street, and Fourteenth Avenue summer schools. The pupils in these classes, upon completing the examination for high school entrance were granted cards of admission to the high schools, where they are doing satisfactory work. A ruling should be made governing the granting of elementary school diplomas to these pupils.

They have completed the work of the elementary schools, and feel that they should be granted the diploma. Where 8A pupils have failed in June in one or two subjects and make them up in the summer school, it is my judgment, that the day school principal should then grant the diploma. In other cases, it could be granted by the head teacher or by the supervisor of summer schools.

SUMMER HIGH SCHOOLS

Beginning as an experiment in 1914, the main purpose being to enable pupils to work off conditions, the summer high schools have become an established part of our school system. Over a thousand students were enrolled in the two summer high schools in 1917 and the testimony of instructors was that the quality of the work done was in every way equal to that of the regular term. About half of the students were making up deficiencies and the other half were doing advanced work. Both schools were organized on a three period plan. Two periods daily were required for an advanced subject and one period for a review subject. The three period day is not entirely satisfactory. In organizing the work at Barringer High School, it was found possible to form review classes with two periods. A much higher percentage of the students in these classes passed their work than in the one period classes. A four-period day would make possible a more flexible program. If the day were lengthened to four hours a more liberal salary schedule should be adopted so that more of our own high school teachers could be retained for the summer work. A four hour session would make it possible for a student to take two advanced subjects instead of one. The pupils who took the advanced work in many cases had no review subjects to take the third period. The four period session would be better for the review pupils, also, as it would be possible then to devote double the time now given to the review work.

The summer high schools as at present organized can be shown to be a distinct money saver for the Board of Education. The average cost per unit of work in the high schools in 1916-17 ($13.60 reckoning eight units per year) multiplied by the number of such units gained (1,378) in the summer high schools, represents a saving to the city of $8,479.48 over the cost of running the summer high schools ($10,261.32).

More than the usual number of our own teachers remained for the summer work this year and those teachers who came from outside were entirely satisfactory.

MANUAL TRAINING CLASSES

The work of the manual training classes is partially duplicated in the summer playgrounds. In those schools having summer playgrounds, it would be advisable to have all of the manual work given in the afternoon. Some arrangements could be made whereby no more time would be given to the supervision, while the duplication of work, and in many cases the waste of material, would be avoided. This recommendation would apply especially to the shop work, cooking, sewing and advanced basketry classes. The primary classes whose manual activity is principally paper folding, cord work, weaving, and raffia work could remain with the summer school in the morning session.

JUNIOR HIGH SUMMER SCHOOLS

It so happens that in all of the buildings where junior high schools have been established, there are flourishing summer schools. In the past the graduates of the elementary schools have not been allowed to enter the summer high schools. This has worked an undoubted hardship to many graduates who wished to gain time in their high school course. The opening of the junior high schools makes possible a solution of this difficulty. There can be no real objection to having the 8A pupils who graduate in June from Robert Treat, Madison and Cleveland Junior High Schools remain for 9B work in one subject. Graduates of nearby schools should be allowed to attend these classes and receive credit for work duly passed on entering either the junior or the senior high schools in September.

Session of 1918

CHANGES

For the 1918 summer school session, Carteret School was reopened; a new school was established in the Alexander Street building, and Bruce Street was closed as a summer school.

Every room in the Alexander Street School was occupied and classes remained well filled throughout the term. Carteret School at once enrolled about as many as in previous years while the attendance at neighboring schools was but little reduced. This shows once more that the great majority of pupils do not attend summer schools outside of their own school districts.

PROMOTION CLASSES

The tendency to enroll in promotion classes was more marked than in previous years, about 70 per cent enrolling in such classes. In Alexander Street, Warren Street, Webster, Monmouth Street, John Catlin, and Camden Street schools, all classes were of this type. Many pupils enroll in promotion classes not with any hope of gaining promotion but for strengthening their regular work.

Some principals who organize their entire school on the promotion class plan do not aim to promote large numbers but group their pupils in September on the basis of summer school work. A class may do six weeks of a regular grade's work, be grouped together in September and complete the term's work ahead of schedule. A slow class may be brought up to schedule by means of the summer term and a bright group may be advanced so that with the help of the summer term they may do three terms' work in two. This close articulation of the regular with the summer term is a strong argument for having the summer school in a building, under the same management as the regular school.

MANUAL TRAINING CLASSES

The high price of reed, raffia, and other material for hand work made it necessary to reduce the amount of work in the manual classes. This, of course, tended to increase the enrollment in the study classes.

Good work was accomplished in the sewing, cooking, and shop work classes. Credit is due Miss McDowell for the success of the sewing classes and to Mrs. Zehlein, to Mr. Hatch, and to Miss Caufield for good work in the manual training and cooking departments.

The sewing teachers met with Miss McDowell in May and June and were instructed in the summer school problem. Each teacher made models of all the work that was to be done in the summer term. The models were planned with the coöperation of Miss Stephens, Supervisor of Domestic Art, and of Mr. Froehlich, Director of Manual Arts, and were so designed as to fit the grade yet not conflict with the work of the grades as assigned in the regular terms.

HIGH SCHOOLS

In the summer high schools the session was lengthened from three to four hours and although the compensation was slightly increased, few of our local high school teachers cared to remain for the summer term. A satisfactory corps of teachers was secured, however, who in all cases taught in regular schools the subjects assigned them in the summer school. I have no doubt that better work can be accomplished with a corps largely made up of our own teachers, and I trust the compensation will be fixed at a figure that will secure their services next year.

On account of the use of the Central High School building by the United States Government it was necessary to transfer the Central High Summer School to the South Side building. It was thought wise to open general academic classes there as well as academic classes of the commercial course. This, somewhat reduced the enrollment at the Barringer Summer High School but made it more convenient for South Side pupils who wished to attend the summer school.

The number of boys enrolled in the high school classes was much less than the number of girls. This was doubtless due to the abnormal labor conditions in the city. With the return to peace conditions and the falling demand for boy labor we may expect to see a large increase in the summer high school enrollment in 1919.

The principals of the summer high schools are in favor of retaining the four-hour session for the coming year although Principal Stearns has some doubts on this point. In his opinion the four-hour schedule was of great value in adding to the elasticity of the program but it was felt in some cases that the work in the fourth period showed fatigue on the part of both pupils and teachers. Teaching steadily for four hours is undoubtedly a heavy strain when we consider that in the regular high school term no teacher actually teaches more than four and one-half hours daily, and that this teaching time is never continuous but is relieved by vacant periods and study periods. The four-hour schedule made it possible to give review classes two hours daily instead of one hour, and a higher percentage of these pupils completed their work satisfactorily.

The work in the Junior High summer schools was satisfactory and a large number of 1B pupils were enrolled and completed one subject. Doubtless this retained a number in school who would otherwise have failed to return in September.

RECOMMENDATIONS

I recommend that:

1. South Market Street be opened as a summer school. This school is distant from neighboring schools and is in a neighborhood that needs a summer school.

2. In South Street, only kindergarten and first year classes be maintained. One of the first year teachers should be the head teacher. Pupils of other grades can be accommodated easily at Carteret School. This school is not far away and is in a more attractive building.

3. The salary schedule in the high school be adjusted on the basis of hours taught.

4. The junior high schools be retained as summer schools.

5. Where playgrounds are operated, the shop and manual classes be taken out of the summer school and carried on in connection with the playgrounds.

APPENDIX F

Playground Activities

Excerpts from the Report of

RANDALL D. WARDEN

Director of Physical Education

The following public school playgrounds were in operation during the summer of 1918:

- Avon Avenue
- Bergen Street
- Camden Street
- Central Avenue
- Fourteenth Avenue
- Franklin
- Hamburg Place
- Madison
- McKinley
- Milford
- Miller Street
- Monmouth Street
- Montgomery
- Newton
- Robert Treat
- South Street
- South Eighth Street
- Sussex Avenue
- Washington Street
- Webster

After school playgrounds were maintained for twenty-two weeks during 1917-1918 at the following schools:

- Bergen Street
- Camden Street
- Fourteenth Avenue
- Franklin
- McKinley
- Newton
- South Eighth Street
- Washington Street

The World War has had a marked effect on the juvenile recreation of American cities. Many cities report a loss of attendance, especially among the youth of working age. The supply of qualified teachers was so inadequate that the Newark standard of qualification had to be lowered. Many of our regular corps of male teachers either enlisted or were drafted, and many of the women went into other lines of war work. For the first time in many years high school boys were employed in the playgrounds and many of the first year pupils of the normal schools were given positions.

The playgrounds were greatly embarrassed for lack of supplies during the summer of 1918. No raffia could be bought in the market. All kinds of fabrics jumped in price to such an extent that more than six thousand yards of print cloth and other fabrics had to be cut out of playground orders, making it impossible to do such problems as rag rugs, aprons, and work bags,—work that usually interests small children.

Notwithstanding these adverse conditions, there was an increase in the average attendance during the season due to the attendance of a larger number of the smaller children. The total average attendance for the summer season of 1918 was 10,223 or an increase of 996 over 1917.

Figures for the six after-school playgrounds maintained by the Board show that during the months they were open (October and November 1917; April, May, and June 1918) the total average daily attendance was 1467, a slight increase (84) over that of the previous year.

Very little has been spent for permanent equipment for playgrounds since 1914. They were then equipped with galvanized pipe apparatus, the durability of which has proven very satisfactory. The greatest needs at the present time are the satisfactory surfacing of the yards, and the protection of the windows of buildings adjacent to the playgrounds. The present yard surfaces are of such a nature that the heat of the summer sun makes them dusty and unhygienic for play. No amount of sprinkling will prevent these conditions as the water is quickly absorbed. A covering of tanbark on the present cinders will improve the situation. The tanbark works its way through the cinders and makes a solid, compact surface, acts as a binder, and keeps down the dust. Years ago this process was tried out in the Morton Street playground and since that time the surface of that yard has been the only satisfactory playground surface in the city. It is obvious that games of ball can not be played near large windows without danger to the glass. I have previously recommended that the windows of school buildings near the playgrounds be protected by wire screens. Until this is done there will be more or less breakage by play during the summer time.

Many of the Newark school yards need enlargement. They lack space for the essential recreation of the pupils of the school and the youth of the neighborhood. The Camden Street, Milford, Monmouth Street, and Montgomery playgrounds all need more space. The Robert Treat playground needs the property to the north of the present yard in order that proper recreation facilities may be provided for this big school. Washington Street playground should include the vacant corner lot. Webster playground is cramped and inadequate. Lafayette School, one of the largest in the city, has no court space and no playground facilities except the roof playground. This school is in the center of a congested district and a school playground would be of great benefit to the community as well as to the school itself.

The value of recreation for school children and working youth is more clearly apparent than ever before. Experience has shown that wholesome outdoor play is a great moral agency. Newark should recognize this theory of management, and develop the school and city playgrounds accordingly.

As it is manifestly impossible for the working man or woman to use the playgrounds in the hours they are now open, the playgrounds should be available from five o'clock until dark in the summer. Indeed, I would recommend that arc lights be put up in playgrounds in the congested sections of the city, so that games may be played up to nine-thirty o'clock in the evening. In furtherance of this plan I wish to emphasize the desirability of providing playfields, especially in the southern, eastern, and western sections of the city. Purchase of these fields during the next few years will save the city of Newark thousands of dollars at a later time.

The work of the playgrounds varied little from the regular syllabus adopted by the Board of Education. The greatest change, perhaps, has been the reduction of the indoor work, such as manual training and kitchen gardening. Emphasis has been placed on outdoor play and group and competitive games under the direction of teachers.

Athletics under the direction of Mr. W. E. Short were well organized in the playgrounds. Five district leagues were formed and schedules made out in basketball, baseball, and volley ball for the boys; in volley ball, dodge ball, and captain ball for the girls. At the end of the season an athletic meet was held and various prize and standard events, together with competitive folk-dancing made up the program. Milford playground won the folk-dancing prize, while Franklin playground captured the championship in track and field athletics.

The city championships in the leagues were won as follows:

Boys		*Girls*	
Baseball	Hamburg Place	Dodge ball	Avon Avenue
Volley ball	Camden Street	Captain ball	Avon Avenue
Basketball	Milford	Volley ball	Robert Treat

During the season many playgrounds held parades. The children marched through the streets of the district carrying banners with inscriptions inspired by the War. The marchers were in costumes representing soldiers, Red Cross nurses, and farmerettes. These parades always culminated in exhibitions in the school yards drawing many spectators, providing much fun, and arousing a great deal of interest in the playground work.

On Thursday, August 23, the regular annual exhibition of the playgrounds was given in Branch Brook Park. The following program shows the variety and scope of this exhibition:

PROGRAM

1. Overture
2. Parade
3. Hoop Drill..........Girls from all playgrounds
    (a) Entrance March
    (b) Schottische, "Little Gracie"
    (c) Tableau, "Liberty"
4. Military Race, "One Man Lift Relay"..........Boys from Avon Ave., Bergen St., Camden St., Fourteenth Ave., Franklin, Milford, Robert Treat, Sussex Ave., So. 8th St., and Madison school playgrounds
5. Dance of the Farmerettes..........Girls from all playgrounds
    (a) Entrance March
    (b) "One, Two, Three, Boys, Over the Top We Go"

6. Wand Drill..Boys from all playgrounds
    - (a) Entrance March, "Daughters of America"
    - (b) Tableau, "Win the War"
7. Selected Dances..Four playgrounds that won the highest score at the Annual Prize Dancing Competition
    - (a) "Troll Dance," by Madison Playground, which won 4th place
    - (b) "Camarinskaia," by Monmouth Playground, which won 3d place
    - (c) "LaGrace," by Franklin Playground, which won 2d place
    - (d) "Russian Court Dance," by Milford Playground, which won 1st place
8. Military Race, "Wounded Soldier Relay"..Boys from Central Ave., Hamburg Pl., Miller St., Monmouth St., South St., Hawkins St., Washington St., Webster, and Montgomery playgrounds
9. Dance of the Red Cross Maids..........Girls from all playgrounds
    - (a) Entrance March
    - (b) "Kiss Me Again Waltz"
10. Indian Club Drill..Boys and girls from all playgrounds
    - (a) Entrance March
    - (b) "Helmet of Navarre"
11. Tableau, "Liberty Bell"........................Entire playground assembly

More than twelve hundred pupils of the playgrounds participated in the various numbers. The underlying thought of the exhibition was Patriotism and the program embraced many tableaux related to this general idea. The grand finale was a tableau in which the Liberty Bell was outlined by all the playground pupils skillfully grouped on the green lawns of Branch Brook Park.

Board of Examiners

Report for School Year 1916-1917

EXAMINATIONS AND CERTIFICATES

The following is a summary of the examinations held and certificates granted by the Board of Examiners for the school year ending June 30, 1917:

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men	Women	Total
August 28th and 29th—			
Promotion	1	6	7
Teacher clerk	....	1	1
Principal	8	....	8
October 21st—			
Assistant Supervisor of Drawing	2	23	25
December 27th—			
Grade	16	105	121
December 27th and 28th—			
Promotion	1	4	5
Principal	1	....	1
December 28th—			
Manual training	21	....	21
January 12th—			
Printing in elementary schools	6	....	6
April 14th—			
Grade	9	157	166
H. S. commercial	25	3	28
" English	14	23	37
" German	20	24	44
" stenography and typewriting	12	8	20
Manual training	30	....	30
June 13th—			
Physical training (women)	....	4	4
June 20th—			
Physical training (men)	3	....	3
Total	169	358	527

In addition to the conducting of written examinations, the Board of Examiners held fifty-one (51) meetings for the purpose of conducting oral examinations of candidates, consideration of text books, and the transaction of general business.

The following table will show the number of applications acted upon as to their eligibility for examination for the various kinds of certificates:

	Eligible	Not Eligible	Total
Principal	6	3	9
Supervisor—penmanship	1	----	1
Assistant Supervisor—drawing	38	12	50
Grade	400	33	433
Kindergarten	45	5	50
Special—deaf	2	----	2
" defective	4	----	4
Physical training	79	1	80
Manual training	31	7	38
Elementary drawing	3	----	3
Printing	6	----	6
Salesmanship	2	----	2
Substitute	8	----	8
Playground assistant	30	----	30
Summer high school	5	----	5
Evening school	17	1	18
H. S. commercial	20	11	31
" English	37	6	43
" German	43	9	52
" stenography	11	2	13
Total	788	90	878

NUMBER GIVEN ORAL EXAMINATIONS AND CERTIFICATES GRANTED

Certificates	No. Exam.	Granted		Denied	Laid Over
		By Exam.	By Ind.		
Principal	1	1	----	----	----
Supervisor—penmanship	1	----	1	----	----
Assistant Supervisor—drawing	5	3	----	2	----
Grammar vice principal	2	----	2	----	----
Grammar first assistant	29	3	26	----	----
Primary head assistant	6	----	6	----	----
Grade	208	144	53	10	1
Kindergarten	26	----	25	1	----
Special—deaf	2	----	2	----	----
" defective	5	----	5	----	----
Physical training	63	2	14	47	----
Manual training	13	10	----	3	----
Elementary drawing	3	----	3	----	----
Printing	1	1	----	----	----
Salesmanship	2	----	2	----	----
Substitute	9	----	9	----	----
Playground assistant	30	----	20	10	----
Summer high school	5	----	5	----	----
Evening school	18	----	16	1	1
H. S. biology	1	1	----	----	----
" commercial	10	8	----	2	----
" English	14	10	----	2	2
" German	16	14	----	2	----
" shop	1	----	1	----	----
" stenography	5	3	----	1	1
Total	476	200	190	81	5

MADISON JUNIOR HIGH SCHOOL.

Certificates Renewed

Following is the number of certificates of various kinds that were renewed during the year:

Grade	2
Physical training	1
Domestic science	1
H. S. commercial	1
“ domestic science	1
“ English	1
“ history	1
“ physics and chemistry	1
Evening school	14
Total	23

TEXT BOOKS AND SUPPLIES

Five entire meetings and parts of two others were devoted to the careful consideration of additions to and eliminations from the approved list of text books and supplies.

The following is a summary of the requests for additions:

Text books—	
High School—Recommended by principals, etc.	23
High School—Recommended by publishers	8
Elementary—Recommended by principals, etc.	47
Elementary—Recommended by publishers	164
Evening School—Recommended by principals, etc.	1
Evening School—Recommended by publishers	1
Total text books	244
Maps, Globes, Charts, etc.	7
Supplies	48

The following were recommended for addition to the approved list:

10 elementary text books, for pupils' use
5 “ “ “ “ teachers' use
10 high school “ “ “ pupils' use
1 evening “ “ “ “ “ “
4 maps
10 items of supplies

At the same time the following eliminations from the approved list were recommended:

7 elementary text books, for pupils' use
4 “ “ “ “ teachers' use
2 high school “ “ “ pupils' use
4 items of supplies

In addition to the above, lists of books for the libraries of the Central, East Side, and South Side high schools were considered and their purchase recommended.

Board of Examiners

Report for School Year 1917-1918

EXAMINATIONS AND CERTIFICATES

The following is a summary of the examinations held and certificates granted by the Board of Examiners for the school year ending June 30, 1918:

WRITTEN EXAMINATIONS HELD AND NUMBER OF CANDIDATES APPEARING AT EACH

	Men		Women		Total	
	Passed	Failed	Passed	Failed	Passed	Failed
August 28 and 29—						
Promotion	....	....	4	....	4	....
Principal	4	....	....	....	4	....
September 28—						
Printing	8	12	....	....	8	12
December 27—						
Grade (under 2 yr. exp.)	1	5	77	34	78	39
H. S. Pianist	....	....	9	6	9	6
December 27 and 28—						
Promotion	1	....	2	....	1	2
Principal	4	....	....	....	4	....
January 19—						
H. S. Librarian	......	....	8	1	8	1
" Spanish	4	5	1	....	5	5
April 13—						
Grade (under 2 yr. exp.)	4	4	95	52	99	56
H. S. Commercial	6	13	2	....	8	13
" History	9	15	12	14	21	29
" Machine Shop Practice	2	3	....	....	2	3
" Mathematics	16	15	3	16	19	31
" Stenography and Typewrit.	4	1	3	10	7	11
Manual training	6	3	....	....	6	3
April 24—						
Physical training (women)	....	....	1	2	1	2
April 25—						
Physical training (men)	2	2	....	....	2	2
Total	71	78	217	135	286	215

In addition to conducting these written examinations the Board of Examiners held fifty-five (55) meetings for the purpose of conducting oral examinations of candidates, consideration of text books and supplies, and the transaction of general business.

The following table will show the number of applications acted upon as to their eligibility for examination for the various kinds of certificates:

	Eligible	Not Eligible	Total
Principal	7	1	8
Psychologist	12	3	15
Grade	366	28	394
Kindergarten	70	4	74
Special—deaf	1	....	1
" defective	5	....	5
Drawing in elementary schools	9	....	9
Domestic Science in elementary schools	33	5	38
" Art in elementary schools	5	....	5
Manual training	9	2	11
Vocational	3	....	3
Printing	25	....	25
Physical training (women)	36	....	36
" " (men)	18	....	18
Substitute	39	1	40
Playground	17	....	17
Evening School	20	....	20
H. S. Commercial	18	1	19
" Domestic Science	1	....	1
" History	54	8	62
" Librarian	9	1	10
" Machine Shop Practice	7	7	14
" Mathematics	46	11	57
" Spanish	13	8	21
" Stenography and Typewriting	14	1	15
	837	81	918

NUMBER GIVEN ORAL EXAMINATIONS AND CERTIFICATES GRANTED

	No. Exam.	——Granted——		Denied	Laid Over
		By Exam.	By Ind.		
Principal	14	6	....	7	1
Ass't Supervisor Physical Train.	1	....	1	....	....
Psychologist	11	....	1	10	....
Grammar Vice Principal	13	....	13	....	....
" First Assistant	40	4	36	....	....
Primary Vice Principal	5	....	5	....	....
" Head Assistant	15	3	12	....	....
Grade	245	168	59	7	11
Kindergarten	14	....	14	....	....
Special—deaf	1	....	1	....	....
" defective	5	....	5	....	....
Drawing in elementary schools	9	....	9	....	....
Domestic Science in elementary schools	24	....	20	4	....
Domestic Art in elem. schools	5	....	5	....	....
Vocational	3	....	3	....	....
Printing	8	8	....	....	....
Physical training (women)	18	1	17	....	....
" " (men)	12	2	7	....	3
Manual training	5	5	....	....	....
Substitute	39	....	39	....	....

	No. Exam.	Granted By Exam.	Granted By Ind.	Denied	Laid Over
Playground assistant	17	....	10	7	....
Evening school	20	....	20	....	....
H. S. commercial	8	7	....	1	....
" domestic science	1	....	1	....	....
" history	19	14	....	3	2
" librarian	6	6	....	....	....
" machine shop practice	2	2	....	....	....
" pianist	10	6	....	4	....
" Spanish	5	5	....	....	....
" stenography and typewrit.	7	6	....	1	....
	582	243	278	44	17

RENEWALS

H. S. Biology	1
Kindergarten	1
Grade	1
	3

TEXT BOOKS AND SUPPLIES

Four entire meetings and parts of two others were devoted to the careful consideration of additions to the approved list of text books and supplies, and of eliminations therefrom.

The following is a summary of the requests for additions:

Text books—	
High School—Recommended by principals, etc.	61
High School—Recommended by publishers	29
Elementary—Recommended by principals, etc.	47
Elementary—Recommended by publishers	168
Total text books	305
Maps, Globes, Charts, etc	37
Supplies	34

The following were recommended for addition to the approved list:

21 elementary text books, for pupils' use
2 " " " " teachers' use
1 " " " " art department
21 high school " " " pupils' use
1 " " " " " teachers' use
12 items of supplies

At the same time the following eliminations from the approved list were recommended:

8 elementary text books for pupils' use
6 items of supplies

In addition to the above, lists of books for the libraries of the East Side and South Side High Schools were considered and their purchase recommended.

STATISTICS

Superintendent of Schools

GENERAL STATISTICS

1916-1917

Population of City (estimated)	400,000
Number of separate school buildings	67

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED, AND ENROLLMENT

	No. of Schools (or Classes)	No. of Teachers Employed	Enrollment		
			Boys	Girls	Total
Day Schools					
High	4	254	2,684	2,760	* 5,444
Elementary—grammar and primary	53	1,453	28,375	27,562	55,937
Elementary — kindergarten (classes)	141	135	5,277	5,198	10,475
Vocational	2	20	200	108	308
Special					
Ungraded	3	7	97	....	97
Defective	4	26	194	107	301
Deaf	1	10	45	39	84
Blind (classes)	2	2	9	9	18
Open Air (classes)	11	11	110	133	243
Tubercular	1	2	27	28	55
Crippled (class)	1	1	33	21	54
Co-op'tive (classes)	1	1	1	93	94
Assistant superintendents	....	4	....	....	....
Supervisors	....	22	....	....	....
Totals		1,948	37,052	36,058	73,110
Evening Schools					
High	6	174	2,950	3,123	6,073
Elementary	16	194	4,366	2,493	6,859
Vocational	2	44	1,211	343	1,554
Gymnasiums	2	4	193	255	448
Deaf	1	5	10	23	33
Supervisors	....	6	....	....	....
Totals		427	8,730	6,237	14,967

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* Does not include those admitted from grammar school during the year.

	No. of Schools (or Classes)	No. of Teachers Employed	Enrollment		
			Boys	Girls	Total
Summer Schools	32	713	10,405	10,546	29,951
Playgrounds	19	123	4,574	4,653	9,227
All Year Schools (summer session)	7	213	(not separated)		7,363
After School Playgrounds	6	....	*768	*615	*1,383
Social Centers	5	†73	....	....	‡1,476

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* Average daily attendance.

† Average number of workers per night—58 of these were paid and 15 were volunteer workers.

‡ Average attendance per night for year.

GENERAL STATISTICS

1917-1918

Population of City (estimated)	425,000
Number of separate school buildings	67

SYNOPSIS SHOWING TYPES OF SCHOOLS, NUMBER OF TEACHERS EMPLOYED, AND ENROLLMENT

	No. of Schools (or Classes)	No. of Teachers Employed	Enrollment		
			Boys	Girls	Total
Day Schools					
High (Senior)	4	251	2,609	2,661	*5,270
Junior High (7th, 8th, and 9th grades)	3	45	662	777	1,439
Elementary—grammar and primary	53	1,456	28,356	27,784	56,140
Elementary — kindergarten (classes)	147	139	5,589	5,387	10,976
Vocational	2	22	216	139	355
Special					
Ungraded	3	7	82	....	82
Defective	5	28	219	107	326
Deaf	1	11	42	42	84
Blind (classes)	2	2	11	8	19
Open Air (classes)	11	11	121	182	303
Tubercular	1	2	29	35	64
Crippled (class)	1	1	37	15	52
Co-op'tive (classes)	2	1	....	71	71
Continuation (class)	1	1	41	....	41
Assistant superintendents	....	4	....	....	....
Supervisors	....	23	....	....	....
Totals		2,004	38,014	37,208	75,222

---

* Does not include those admitted from grammar school during the year.

	No. of Schools (or Classes)	No. of Teachers Employed	Enrollment Boys	Girls	Total
Evening Schools					
High	6	177	2,846	3,229	6,075
†Elementary	17	175	3,733	2,442	6,175
Vocational	2	46	1,214	276	1,490
Gymnasiums	2	4	210	191	401
Deaf	1	4	7	23	30
Supervisors	....	6	....	....	....
Totals		412	8,010	6,161	14,171

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† Americanization classes included in elementary evening schools.

Summer Schools	36	700	9,760	10,161	19,921
Playgrounds	21	135	5,014	5,209	10,223
All Year Schools (summer session)	7	223	(not separated)		7,353
After School Playgrounds	6	....	*774	*693	*1,467
Social Centers	6	....	....	....	†1,063

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* Average daily attendance.
† Average attendance per night for year.

ENROLLMENT, ATTENDANCE, ETC.

DAY SCHOOLS 1916-17

Total enrollment		73,110
Average enrollment		62,950
Average attendance		57,656
Per cent. of attendance		91.5
Number of days schools were actually in session		*181
Total number of days present—		
Males	5,357,401½	
Females	5,197,226½	
All pupils		10,554,628
Total number of days absent—		
Males	477,761½	
Females	493,509	
All pupils		971,270½
Average number of days present—all pupils		144.4
Average number of days absent—all pupils		13.3
Number of pupils who have neither been absent nor tardy during the year		1,879

Number of sessions truant		10,607
Total number of cases of tardiness		44,499
Total attendance allowed by State—		
Day schools	10,554,862½	
Evening schools	253,210	
Summer schools	125,106½	
Quarantine	51,299½	
Allowance (Day and Summer)	996,225½	
Total allowance		11,980,704

DAY SCHOOLS 1917-18

Total enrollment		75,222
Average enrollment		64,224
Average attendance		57,211
Per cent. of attendance		89
Number of days schools were actually in session		192½
Total number of days present—		
Males	5,636,291½	
Females	5,527,839	
All pupils		11,164,130½
Total number of days absent—		
Males	683,992½	
Females	701,185	
All pupils		1,385,177½
Average number of days present—all pupils		148.4
Average number of days absent—all pupils		18.4
Number of pupils who have neither been absent nor tardy during the year		1,322
Number of sessions truant		18,079½
Total number of cases of tardiness		97,223

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* On account of the epidemic of infantile paralysis the schools did not open until September 25, 1916.

Total attendance allowed by State—

Day schools	11,108,942½	
Evening schools	183,717	
Summer schools	252,971½	
Quarantine	60,032	
Allowance (day and evening)	149,837	
Total allowance		11,755,500

Comparison of Population with School Enrollment

Year	Census	Population	School Enrollment	Per Cent.
1880	U. S.	136,400	18,548	13.5
1885	State	152,998	22,259	14.5
1890	U. S.	181,130	25,137	13.8
1895	State	215,807	29,767	13.8
1900	U. S.	246,070	34,761	14.1
1905	State	283,289	46,960	16.5
1910	U. S.	347,469	57,742	16.6
1915	State	366,728	69,994	19.0
1916	Estimated	380,000	72,173	19.0
1917	Estimated	400,000	73,110	18.3
1918	Estimated	425,000	75,222	17.7

Total Enrollment, Average Enrollment, and Average Attendance for the Past Five Years

Year	Total Enrollment	Average Enrollment	Average Attendance
1914	67,568	59,322	53,717
1915	69,994	61,083	56,334
1916	72,173	62,722	57,096
1917	73,110	62,950	57,656
1918	75,222	64,224	57,211

Annual Increase in Enrollment and in Attendance for the Past Five Years

Year	Total Enrollment	Average Enrollment	Average Attendance
1914	1,351	1,628	1,550
1915	2,426	1,761	2,617
1916	2,179	1,639	762
1917	937	228	560
1918	2,112	1,274	445

Schools and Grades Showing Increased Enrollment During the Year 1916-1917

Year	* High Schools	Grammar Grades	Primary Grades	Kindergarten
1917	6,551	22,657	34,534	10,475
1916	6,461	22,154	34,401	10,400
Increase	90	503	133	75

* Includes pupils admitted from grammar schools during year.

Schools and Grades Showing Increased Enrollment During the Year 1917-1918

Year	* High Schools	Grammar Grades	Primary Grades	Kindergarten
1918	6,424	23,143	35,036	10,976
1917	6,551	22,657	34,534	10,475
Increase	†127	486	502	501

* Includes pupils admitted from grammar schools during year.
† Decrease.

Age, Sex and Number of Pupils Enrolled 1916-1917

AGE	Males	Females	Total	Per Cent. of Total Enrollment
4 to 5	2,032	1,921	3,953	5.41
5 " 6	3,231	3,172	6,403	8.76
6 " 7	3,771	3,578	7,349	10.05
7 " 8	3,558	3,399	6,957	9.52
8 " 9	3,542	3,547	7,089	9.70
9 " 10	3,438	3,433	6,871	9.40
10 " 11	3,215	3,173	6,388	8.74
11 " 12	3,098	3,078	6,176	8.45
12 " 13	3,130	3,007	6,137	8.39
13 " 14	3,003	2,862	5,865	8.02
14 " 15	2,257	2,251	4,508	6.17
15 " 16	1,359	1,343	2,702	3.70
16 " 17	729	707	1,436	1.96
17 " 18	348	319	667	.91
18 " 19	203	163	366	.50
19 " 20	82	53	135	.18
Over 20	56	52	108	.14
Total	37,052	36,058	73,110	100.

Age, Sex and Number of Pupils Enrolled
1917-1918

AGE	Males	Females	Total	Per Cent. of Total Enrollment
4 to 5	2,289	2,160	4,449	5.91
5 " 6	3,432	3,358	6,790	9.03
6 " 7	3,657	3,764	7,421	9.87
7 " 8	3,770	3,534	7,304	9.71
8 " 9	3,595	3,561	7,156	9.52
9 " 10	3,635	3,550	7,185	9.55
10 " 11	3,409	3,407	6,816	9.06
11 " 12	3,222	3,254	6,476	8.61
12 " 13	3,239	3,132	6,371	8.47
13 " 14	3,060	2,837	5,897	7.84
14 " 15	2,169	2,128	4,297	5.71
15 " 16	1,237	1,304	2,541	3.38
16 " 17	635	580	1,215	1.61
17 " 18	360	367	727	.96
18 " 19	175	158	333	.44
19 " 20	84	50	134	.18
Over 20	46	64	110	.15
Total	38,014	37,208	75,222	100.

Distribution of Pupils by Grades for Last Five Years

(Based on average monthly enrollment.)

GRADE	1914	1915	1916	1917	1918
Senior High	3,476	4,272	4,949	5,118	4,781
Junior High (9th grade)	....	....	....	....	383
Eighth	2,879	3,407	3,411	3,606	3,608
Seventh	3,734	3,954	4,397	4,473	4,455
Sixth	4,946	5,336	5,591	5,599	5,759
Fifth	6,305	6,567	6,833	6,833	7,010
Fourth	6,881	6,986	7,348	7,082	7,217
Third	7,337	7,467	7,272	7,361	7,231
Second	7,878	7,649	7,564	7,363	7,600
First	8,614	8,402	8,161	8,620	8,770
Kindergarten	6,391	6,562	6,690	6,483	6,764
Ungraded	92	108	109	96	98
Industrial	122	251	269	269	282
Defective	215	254	301	305	375
Deaf	58	65	72	77	80
Blind	11	13	16	16	18
Open Air	130	148	218	326	369
Crippled	22	23	29	25	23
Co-operative	....	....	8	35	37
Continuation	....	....	....	....	26
Total	59,091	61,464	63,238	63,687	64,881

Per Cent. of Total Enrollment for Last Five Years

GRADE	1914	1915	1916	1917	1918
Senior High	5.88	6.95	7.83	8.04	7.37
Junior High (9th grade)	....	....	....	....	.59
Eighth	4.87	5.54	5.39	5.66	5.55
Seventh	6.32	6.43	6.95	7.02	6.87
Sixth	8.37	8.68	8.84	8.79	8.88
Fifth	10.67	10.68	10.81	10.73	10.81
Fourth	11.64	11.37	11.62	11.12	11.11
Third	12.42	12.15	11.50	11.56	11.15
Second	13.33	12.44	11.96	11.56	11.71
First	14.58	13.67	12.91	13.53	13.52
Kindergarten	10.82	10.68	10.58	10.18	10.43
Ungraded	.15	.18	.17	.15	.14
Industrial	.21	.41	.43	.42	.43
Defective	.36	.41	.47	.48	.58
Deaf	.10	.11	.11	.12	.12
Blind	.02	.02	.03	.03	.03
Open Air	.22	.24	.34	.51	.57
Crippled	.04	.04	.05	.04	.04
Co-operative	....	....	.01	.06	.06
Continuation	....	....	....	....	.04
Total	100.	100.	100.	100.	100.

HIGH SCHOOLS

Statistics of Enrollment and Attendance of High School Pupils for the Last Ten Years

Year	* Total Enrollment	Increase	Average Enrollment	Increase	Average Attendance	Increase
1909	2,379	253	1,814	212	1,726	205
1910	2,654	275	2,087	273	1,954	228
1911	2,922	268	2,202	115	2,062	108
1912	3,269	647	2,514	312	2,358	296
1913	3,910	641	3,053	539	2,832	474
1914	4,579	669	3,473	420	3,245	413
1915	5,441	862	4,291	818	4,035	790
1916	6,461	1,020	4,963	672	4,638	603
1917	6,551	90	5,129	166	4,790	152
1918	6,424	‡127	5,167	48	4,791	1

Per Cent. of Increase in High School Enrollment

	* Enrollment	Per Cent. of Increase
1912	3,269	11.9
1913	3,910	19.6
1914	4,579	17.1
1915	5,441	18.8
1916	6,461	18.7
1917	6,551	1.4
1918	‡6,424	‡1.9

---

* Includes pupils admitted from grammar schools during year.
‡ Decrease.

Distribution by Grades 1916-1917

Grade	Males	Females	* Total	Increase Over 1916	Per Cent. of Total Enrollment
First year	1,739	1,713	3,452	35	52.7
Second year	737	838	1,575	41	24.1
Third year	469	485	954	84	14.5
Fourth year	297	273	570	†70	8.7
Total	3,242	3,309	6,551	90	100

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* Includes pupils admitted from grammar schools during year.
† Decrease.

Distribution by Grades 1917-1918

Grade	Males	Females	* Total	Increase Over 1916	Per Cent. of Total Enrollment
First year	1,593	1,530	†3,123	‡329	48.6
Second year	687	814	1,501	‡74	23.4
Third year	533	492	1,025	71	15.9
Fourth year	375	400	775	205	12.1
Total	3,188	3,236	6,424	‡127	100

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* Includes pupils admitted from grammar schools during year.
‡ Decrease.
† Of these 138 males, 230 females were enrolled in the three Junior High Schools.

Statistics of Grammar School Graduates for the Last Ten Years

Year	Grammar School Enrollment	Number Graduated	Per Cent. Graduated	Entered High School	Per Cent. Entered High School
1909	13,408	1,464	10.9	957	65.3
1910	14,535	1,729	11.8	1,039	60.1
1911	15,408	1,869	12.1	1,118	59.8
1912	16,948	2,286	13.4	1,268	56.4
1913	18,583	2,375	13.	1,579	66.4
1914	19,465	2,805	14.4	1,805	64.3
1915	21,216	3,234	15.2	2,203	68.1
1916	22,154	3,392	15.3	2,484	73.2
1917	22,657	3,106	13.7	2,349	75.6
1918	23,143	*3,349	14.5	1,858	55.5

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* Includes 142 graduated from all year schools in August.

High School Graduates

Year	Classical Course	Commercial Course	General Course	Technical Course	Home Economics and Arts Course	Total	Per Cent. of Total Enrollment Graduated
1908	51	20	75	8	....	154	7.2
1909	90	20	79	1	....	190	7.9
1910	72	29	77	3	....	181	6.8
1911	87	1	121	7	....	216	7.4
1912	121	20	118	4	....	263	8.0
1913	110	17	174	12	....	313	8.0
1914	112	30	202	20	....	364	7.9
1915	121	39	239	28	....	427	7.8
1916	111	93	244	35	2	485	7.5
1917	126	63	270	27	3	489	7.5
1918	101	26	179	11	11	328	5.1

Statistics of Enrollment of Grammar School Pupils for the Last Ten Years

Year	Grammar School Enrollment	Enrollment Seventh Grade	Enrollment Eighth Grade	Increase Seventh Grade	Increase Eighth Grade
1909	13,408	2,360	1,767	165	313
1910	14,535	2,631	1,981	271	214
1911	15,408	2,985	2,191	354	210
1912	16,948	3,216	2,519	231	328
1913	18,261	3,517	2,649	301	130
1914	19,282	3,723	2,861	206	212
1915	20,869	3,994	3,349	271	488
1916	21,725	4,378	3,292	384	¶57
1917	*22,122	4,503	3,478	125	186
1918	‡21,458	4,342	3,599	¶161	121

* In addition to this number 200 pupils of grammar school grade were enrolled in the Boys' Vocational School, 108 in the Girls' Vocational School, 50 in the ungraded schools, 83 in the open air classes, and 94 in the co-operative classes, a total of 535.

‡ In addition to this number 216 pupils of grammar school grade were enrolled in the Boys' Vocational School, 139 in the Girls' Vocational School, 41 in the ungraded schools, 106 in the open air schools, 71 in the co-operative classes, and 41 in the continuation classes, a total of 614.

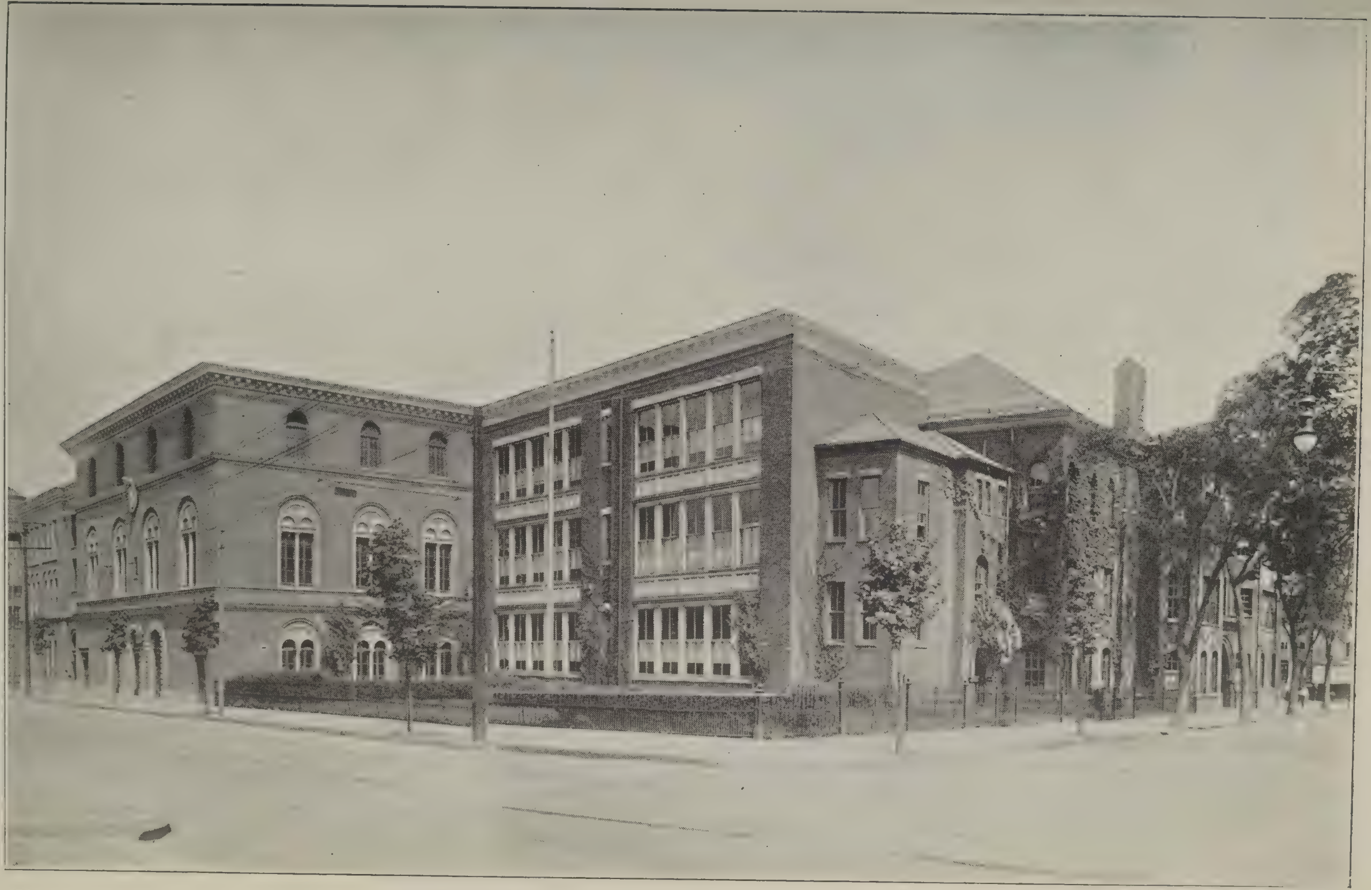
¶ Decrease.

AVERAGE NUMBER OF PUPILS PER CLASS AND KINDERGARTEN STATISTICS 1916-1917

SCHOOL	Grammar and Primary				Kindergarten			
	No. of Classes	Average Enrollment	Average Attendance	Pupils Per Class	No. of Teachers	Enrollment	Average Enrollment	Average Attendance
Abington Avenue	27	983	912	36	3	275	154	136
Alexander Street	21	861	794	41	2	125	78	60
Avon Avenue	33	1,310	1,213	40	3	241	134	118
Belmont Avenue	39	1,347	1,227	35	5	414	219	182
Bergen Street	35	1,362	1,268	39	3	185	110	89
Berkeley	18	765	691	43	2	129	78	59
Blum Street	......	68	65	...	...	......	......	......
Bruce Street	15	599	550	40	2	165	101	83
Burnet	30	1,169	1,054	39	2	180	117	90
Camden Street	22	888	823	40	4	263	172	145
Carteret	26	972	897	37	3	220	153	134
Central Avenue	29	1,187	1,099	41	2	141	81	70
Charlton Street	32	1,220	1,129	38	6	363	223	178
Chestnut Street	18	676	604	38	1	91	49	38
Cleveland	51	1,939	1,765	38	3	268	162	154
Dayton	2	59	53	30	...	......	......	......
Eliot	21	819	750	39	2	174	100	81
Elizabeth Avenue	5	191	173	38	1	60	62	53
Fifteenth Avenue	20	957	876	48	2	174	113	88
Fourteenth Avenue	25	1,076	1,000	43	2	171	109	90
Franklin	33	1,428	1,362	44	4	319	217	198
Garfield	26	983	898	38	2	197	100	85
Hamburg Place	34	1,438	1,327	42	4	303	176	152
Hawkins Street	14	555	520	40	2	136	84	75
Hawthorne	28	1,014	924	36	2	144	73	56
John Catlin	28	1,101	1,016	39	3	220	130	110
Lafayette	42	1,506	1,344	36	4	444	200	163
Lawrence Street	7	261	240	37	2	79	54	48
Lincoln	13	520	476	40	1	97	49	39
Madison	35	1,335	1,228	35	2	174	93	70
McKinley	49	1,709	1.608	35	7	581	276	241
Milford	25	959	883	38	3	216	137	117
Miller Street	31	1,230	1,135	39	2	125	60	48
Monmouth Street	23	901	824	39	3	234	149	123
Montgomery	20	780	711	39	3	193	140	108
Morton Street	36	1,392	1,293	39	4	297	197	169
Newton	40	1,415	1,308	35	5	448	252	217
Ridge	14	535	497	38	1	99	54	45
Robert Treat	47	1,814	1,685	39	4	305	188	162
Roseville Avenue	10	378	347	38	1	85	44	33
South Street	18	771	714	43	3	257	152	131
South Eighth Street	30	1,113	1,024	37	2	136	72	58
South Market Street	20	855	807	43	2	176	94	84
South Tenth Street	21	827	782	39	2	151	89	72
Summer Avenue	15	624	581	42	1	59	28	23
Summer Place	6	254	233	42	1	82	40	31
Sussex Avenue	20	810	744	41	2	130	85	61
Walnut Street	7	224	208	32	2	120	62	55
Warren Street	18	720	689	40	3	222	165	150
Washington Street	19	670	625	35	1	105	59	51
Waverly Avenue	12	431	395	36	2	148	87	70
Webster	28	1,080	1,023	38	3	282	177	154
West Side	46	1,686	1,565	37	4	272	163	130
All Schools	1,284	49,767	45,959	39	135	10,475	6,161	5,177

AVERAGE NUMBER OF PUPILS PER CLASS AND KINDERGARTEN STATISTICS 1917-1918

SCHOOL	Grammar and Primary				Kindergarten			
	No. of Classes	Average Enrollment	Average Attendance	Pupils Per Class	No. of Teachers	Enrollment	Average Enrollment	Average Attendance
Abington Avenue	29	1.077	962	37	4	326	172	139
Alexander	17	678	623	40	2	118	80	59
Avon Avenue	33	1,284	1,167	39	3	233	142	121
Belmont Avenue	38	1,490	1,324	39	4	339	188	143
Bergen Street	34	1,372	1,249	40	3	207	129	95
Berkeley	19	802	713	42	2	142	99	69
Bruce Street	5	193	166	39	2	147	89	71
Burnet	30	1,245	1,084	42	2	193	108	81
Camden Street	22	876	794	40	4	306	196	157
Carteret	27	1,061	953	39	3	215	145	127
Central Avenue	29	1,229	1,217	42	2	126	87	69
Charlton Street	31	1,226	1,116	40	6	372	234	179
Chestnut Street	19	715	619	38	1	114	61	38
Cleveland	34	1,302	1,179	38	4	282	152	106
Dayton	2	58	50	29	....	....	....	....
Eliot	21	845	752	40	2	168	104	70
Elizabeth Avenue	5	230	200	46	1	104	31	25
Fourteenth Avenue	24	1,060	966	44	3	225	152	118
Franklin	34	1,472	1,386	43	4	322	214	187
Garfield	26	1,051	934	40	2	190	112	81
Hamburg Place	31	1,335	1,186	43	4	313	205	167
Hawkins Street	15	597	547	40	2	151	75	65
Hawthorne	27	1,041	934	39	2	153	86	64
John Catlin	43	1,543	1,366	36	3	273	169	128
J. E. Haynes (Morton St.)	36	1,438	1,314	40	4	293	194	155
Lafayette	43	1,612	1,396	37	4	471	195	150
Lawrence Street	6	228	208	38	2	88	53	46
Lincoln	13	510	452	39	1	90	47	31
Madison	28	1,049	916	37	2	183	100	64
McKinley	53	1,992	1,836	38	7	630	325	259
Milford	26	1,079	969	42	3	232	152	123
Miller Street	32	1,346	1,200	42	2	154	43	31
Monmouth Street	23	925	833	40	3	226	141	112
Montgomery	19	760	687	40	3	217	140	102
Moses Bigelow (15th Ave.)	27	992	890	37	2	174	128	95
Newton	38	1,471	1,306	39	5	448	238	191
Ridge	14	588	532	42	1	104	61	43
Robert Treat	44	1,706	1,524	39	4	313	187	143
Roseville Avenue	10	386	328	39	1	92	45	33
South Street	18	752	676	42	3	239	140	116
South Eighth Street	30	1,136	1,037	38	2	168	81	62
South Market Street	11	461	428	42	2	104	36	31
South Tenth Street	21	822	766	39	2	144	101	79
Speedway	7	289	258	41	2	103	69	49
Summer Avenue	15	631	565	42	1	67	26	21
Summer Place	6	266	226	44	1	106	51	33
Sussex Avenue	20	847	746	42	2	163	104	62
Walnut Street	7	253	219	36	2	152	96	70
Warren Street	18	808	761	45	3	258	171	152
Washington Street	19	395	634	37	1	111	54	42
Waverly Avenue	14	535	483	38	2	143	99	68
Webster	25	991	919	40	3	223	150	130
West Side	39	1,628	1,478	42	4	261	153	112
All Schools	1,257	50,346	45,379	40	139	10.976	6,410	4,964



ROBERT TREAT JUNIOR HIGH SCHOOL.

PROMOTIONS AND NON-PROMOTIONS IN ELEMENTARY SCHOOLS

Promotion of Pupils in Elementary Schools for the Term Ending January 31, 1917

GRADE	During term until final promotion					At final promotion			
	Whole Number Enrolled	Number Promoted	Number Demoted	Number Transferred to Other Classes	Number Left School	On Day of Promotion	Number Promoted	Number Not Promoted	Per Cent. Promoted
8A	1,436	....	7	5	31	1,393	1,266	127	90.8
8B	1,816	6	6	33	74	1,697	1,533	164	90.3
7A	1,714	8	7	60	74	1,565	1,391	174	88.8
7B	2,275	24	7	93	129	2,022	1,794	228	88.7
6A	2,420	18	15	98	115	2,174	1,950	224	89.6
6B	2,896	30	15	169	172	2,510	2,177	333	86.7
5A	3,037	10	20	125	126	2,756	2,402	354	87.1
5B	3,436	28	37	152	137	3,082	2,703	379	87.7
4A	3,264	20	22	171	98	2,953	2,652	301	89.8
4B	3,628	22	22	213	163	3,208	2,864	344	89.2
3A	3,150	28	19	184	140	2,779	2,456	323	88.3
3B	3,849	19	35	205	157	3,433	3,058	375	89.1
2A	3,285	38	23	197	170	2,857	2,550	307	89.2
2B	3,960	32	23	255	187	3,463	3,090	373	89.2
1A	3,317	57	35	251	151	2,823	2,478	345	87.7
1B	5,274	49	15	512	331	4,366	3,478	888	79.6
Total	55,304	414	308	2,893	2,754	48,935	39,931	9,004	81.6
*Kindergarten	6,547	25	....	169	499	5,854	2,089	3,765	35.6

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is 71.2.

All year schools not included.

Promotion of Pupils in Elementary Schools for the Term Ending June 30, 1917

GRADE	During term until final promotion					At final promotion			
	Whole Number Enrolled	Number Promoted	Number Demoted	Number Transferred to Other Classes	Number Left School	On Day of Promotion	Number Promoted	Number Not Promoted	Per Cent. Promoted
8A	1,727	....	5	13	64	1,645	1,571	74	95.5
8B	1,633	18	7	20	143	1,445	1,328	117	91.9
7A	1,990	10	5	50	158	1,767	1,604	163	90.7
7B	2,313	2	7	71	186	2,047	1,813	234	88.5
6A	2,528	8	9	78	206	2,227	2,029	198	91.1
6B	2,930	42	9	105	323	2,451	2,160	291	88.1
5A	3,295	28	14	121	215	2,917	2,558	359	87.
5B	3,317	27	26	180	200	2,884	2,513	371	87.1
4A	3,525	19	27	168	217	3,094	2,798	296	90.4
4B	3,027	15	25	146	195	2,646	2,369	277	89.5
3A	3,784	22	15	196	240	3,311	3,023	288	91.3
3B	3,282	39	27	206	211	2,799	2,536	263	90.6
2A	3,747	47	26	177	251	3,246	2,958	288	91.1
2B	3,282	56	32	178	215	2,801	2,517	284	89.8
1A	4,288	64	28	297	332	3,567	3,206	361	89.8
1B	4,080	40	15	304	454	3,267	2,654	613	81.2
Total	47,748	437	277	2,310	3,610	42,114	37,637	4,477	89.3
*Kindergarten	6,076	29	2	185	750	5,110	2,353	2,757	46.

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is 92.

All year schools not included.

Promotion of Pupils in Elementary Schools for the Term Ending January 31, 1918

GRADE	During term until final promotion					At final promotion			
	Whole Number Enrolled	Number Promoted	Number Demoted	Number Transferred to Other Classes	Number Left School	On Roll Day of Promotion	Number Promoted	Number Not Promoted	Per Cent. Promoted
8A	1,461	....	3	14	67	1,377	1,302	75	94.5
8B	1,804	12	4	44	122	1,622	1,492	130	91.9
7A	1,853	12	4	54	131	1,652	1,460	192	88.3
7B	2,249	14	11	77	145	2,002	1,760	242	87.9
6A	2,420	9	17	101	150	2,143	1,885	258	87.9
6B	3,055	35	28	120	207	2,665	2,327	338	87.3
5A	3,079	43	19	162	166	2,689	2,302	387	85.6
5B	3,695	12	41	237	170	3,235	2,759	476	85.2
4A	3,050	17	35	205	146	2,647	2,382	265	89.9
4B	3,904	41	33	274	197	3,359	2,962	397	88.2
3A	3,301	23	33	223	191	2,831	2,480	351	87.6
3B	3,738	66	31	246	234	3,161	2,791	370	88.2
2A	3,233	21	18	203	189	2,802	2,451	351	87.4
2B	4,011	40	28	290	254	3,399	2,987	412	87.8
1A	3,379	34	33	249	207	2,856	2,498	358	87.4
1B	5,471	37	15	440	520	4,459	3,652	807	81.9
Total	49,703	416	353	2,939	3,096	42,899	37,490	5,409	87.3
*Kindergarten	7,029	3	....	173	980	5,873	2,141	3,732	36.4

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is 72.8.

All year schools not included.

Promotion of Pupils in Elementary Schools for the Term Ending June 28, 1918

GRADE	During term until final promotion					At final promotion			
	Whole Number Enrolled	Number Promoted	Number Demoted	Number Transferred to Other Classes	Number Left School	On Roll Day of Promotion	Number Promoted	Number Not Promoted	Per Cent. Promoted
8A	1,687	....	3	6	70	1,608	1,530	78	95.1
8B	1,633	9	2	24	111	1,487	1,351	136	90.8
7A	2,029	7	3	46	182	1,791	1,592	199	88.8
7B	2,198	13	6	55	187	1,937	1,716	221	88.5
6A	2,761	13	15	78	193	2,462	2,162	300	87.8
6B	2,850	8	15	110	272	2,445	2,157	288	88.2
5A	3,365	8	25	111	175	3,046	2,686	360	88.1
5B	3,140	11	21	137	158	2,813	2,427	386	86.2
4A	3,582	25	19	147	214	3,177	2,922	255	91.9
4B	3,196	13	22	132	180	2,849	2,530	319	88.8
3A	3,494	13	22	142	222	3,095	2,797	298	90.3
3B	3,170	36	31	164	169	2,770	2,486	284	89.7
2A	3,744	32	12	186	265	3,249	2,920	329	89.8
2B	3,313	54	22	161	231	2,845	2,499	346	87.8
1A	4,438	74	18	228	326	3,792	3,364	428	88.7
1B	3,777	22	14	211	387	3,143	2,565	578	81.6
Total	48,377	338	250	1,938	3,342	42,509	37,704	4,805	88.6
*Kindergarten	6,126	8	....	158	700	5,260	2,497	2,763	47.4

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is 94.8.

All year schools not included.

Percentage of Promotions in the Several Schools (not including Kindergarten) for January and June, 1917

SCHOOL	January				June			
	Highest Grade in School	Grammar	Primary	Average for School	Highest Grade in School	Grammar	Primary	Average for School
Mean average		88.4	87.4	87.8		89.6	89.2	89.3
Alexander Street	8A	89.	91.	90.4	8A	86.6	90.7	88.8
Avon Avenue	8A	88.5	88.3	88.4	8A	90.7	92.1	91.5
Bergen Street	8A	90.	90.4	90.2	8A	91.7	91.7	91.7
Berkeley	8A	90.8	88.4	89.4	8A	98.	88.	92.1
Blum Street	3B	....	90.9	90.9	*	....	....	....
Bruce Street	6B	77.3	90.1	87.6	6B	84.2	90.8	89.5
Burnet	8A	82.6	82.4	82.5	8A	89.	85.6	87.
Camden Street	6A	84.6	87.1	85.5	6A	83.7	86.7	86.
Carteret	8A	92.	80.7	85.9	8A	91.1	84.6	87.6
Central Avenue	8A	88.1	84.4	86.2	8A	89.8	84.2	87.
Charlton Street	8A	95.9	93.1	94.2	8A	95.2	93.7	94.3
Chestnut Street	8A	85.7	79.2	81.9	8A	88.6	85.8	87.
Cleveland	8A	94.2	90.	92.2	8A	94.2	91.5	93.
Dayton	......	....	......	....	4A	....	81.6	81.6
Eliot	8A	85.6	85.6	85.6	8A	89.	86.3	87.7
Elizabeth Avenue	3B	....	85.8	85.8	3A	....	88.7	88.7
Fifteenth Avenue	8A	84.	82.1	82.9	8A	83.5	86.6	85.1
Fourteenth Avenue	8A	87.7	90.3	89.1	8A	90.1	93.2	91.7
Franklin	8A	83.8	85.	84.5	8A	84.5	89.4	87.5
Garfield	8A	93.6	83.2	89.	8A	94.	91.8	92.8
Hamburg Place	8A	87.4	87.	87.2	8A	89.	87.9	88.4
Hawkins Street	6B	90.7	89.4	89.7	6A	89.4	88.6	88.9
Hawthorne	8A	88.2	90.7	89.5	8A	91.8	90.9	91.4
John Catlin	8A	85.3	82.4	83.4	8A	87.	91.4	89.
Lawrence Street	5A	73.	75.9	75.5	5A	88.2	79.8	80.9
Lincoln	7A	92.	89.9	90.8	7A	88.8	91.5	90.4
Madison	8A	98.	92.7	95.2	8A	93.	95.3	94.2
Milford	8A	79.6	82.4	81.3	8A	90.	87.	88.3
Miller Street	8A	85.8	87.8	86.8	8A	90.4	90.3	90.3
Monmouth Street	8A	91.4	92.5	92.1	8A	92.2	92.1	92.1
Montgomery	8A	92.4	90.3	91.1	8A	91.3	88.4	89.7
Morton Street	8A	86.2	89.3	88.2	8A	88.2	91.5	90.2
Ridge	8A	93.4	92.2	92.7	8A	95.2	91.5	93.2
Robert Treat	8A	85.8	88.4	87.2	8A	89.9	90.5	90.2
Roseville Avenue	5A	92.5	89.1	89.8	5A	85.3	91.6	90.3
South Street	6A	97.7	89.	91.	6A	98.	90.8	92.2
South Eighth Street	8A	89.	87.5	88.2	8A	89.	89.2	89.1
South Market Street	8A	88.1	85.2	86.5	8A	86.8	92.3	89.8
South Tenth Street	8A	95.1	91.9	93.3	8A	91.1	90.2	90.6
Summer Avenue	8A	88.1	85.4	87.1	8A	84.7	86.6	85.6
Summer Place	6B	88.2	87.6	87.8	6B	90.4	89.5	89.7
Sussex Avenue	8A	73.5	83.8	78.8	8A	79.8	84.3	82.1
Walnut Street	4B	....	90.4	90.4	**	....	....	....
Warren Street	5A	81.9	87.6	86.6	5A	81.3	91.3	89.7
Washington Street	8A	92.2	84.	87.5	8A	90.6	83.6	86.6
Waverly Avenue	4A	....	93.	93.	4A	....	92.	92.
Webster	8B	82.7	83.	82.9	8A	86.9	82.6	83.9
West Side	8A	87.2	86.5	86.8	8A	82.1	85.4	84.3

* Discontinued and pupils transferred to South Tenth Street School.

** Organized on all year plan February 1, 1917.

Abington Avenue, Belmont Avenue, Lafayette, McKinley, and Newton all-year schools not included.

Percentage of Promotions in the Several Schools (not including Kindergarten) for January and June, 1918

SCHOOL	January				June			
	Highest Grade in School	Grammar	Primary	Average for School	Highest Grade in School	Grammar	Primary	Average for School
Mean average	-	87.9	87.	87.4		88.8	88.6	88.7
Alexander Street	8A	83.3	94.3	89.	8A	86.6	92.3	89.4
Avon Avenue	8A	92.8	91.3	91.9	8A	95.6	92.9	94.1
Bergen Street	8A	88.9	90.1	89.7	8A	85.4	90.4	88.
Berkeley	8A	94.5	88.1	90.7	8A	98.2	92.2	94.8
Bruce Street	2A	....	83.3	83.3	2A	....	86.	86.
Burnet	8A	84.2	81.6	82.6	8A	80.2	83.4	82.
Camden Street	6A	87.8	88.9	88.6	6A	82.9	89.	87.5
Carteret	8A	83.1	75.1	78.6	8A	88.5	83.4	85.7
Central Avenue	8A	86.9	81.1	83.9	8A	88.	85.5	86.8
Charlton Street	8A	95.1	93.2	94.	8A	93.5	93.4	93.4
Chestnut Street	8A	79.1	81.9	80.8	8A	85.2	86.3	85.9
Cleveland	8A	93.4	91.4	92.5	8A	93.8	89.7	91.9
Dayton	......	....	....	....	4A	....	81.4	81.4
Eliot	8A	84.6	83.5	84.	8A	85.9	85.8	85.8
Elizabeth Avenue	3B	....	83.7	83.7	3B	....	86.8	86.8
Fourteenth Avenue	8A	89.6	92.1	90.9	8A	89.1	95.2	92.3
Franklin	8A	83.3	86.6	85.3	8A	85.4	88.6	87.3
Garfield	8A	90.9	91.4	91.2	8A	89.8	91.5	90.8
Hamburg Place	8A	82.6	87.6	85.9	8A	87.4	85.8	86.4
Hawkins Street	7B	82.	87.	83.6	7B	85.5	87.3	86.7
Hawthorne	8A	89.1	91.3	90.3	8A	87.3	92.4	90.1
John Catlin	8A	78.4	84.2	81.9	8A	81.1	86.5	84.3
J. E. Haynes (Morton St.)	8A	85.8	86.8	86.4	8A	90.3	87.6	88.6
Lawrence Street	5A	65.5	77.6	76.1	5B	72.7	88.3	86.7
Lincoln	7A	88.8	91.6	90.5	7A	85.7	95.9	91.8
Madison	8A	93.5	93.4	93.5	8A	91.1	91.9	91.6
Milford	8A	87.8	84.6	85.9	8A	93.5	89.2	91.1
Miller Street	8A	89.3	88.3	88.8	8A	91.4	89.2	90.3
Monmouth Street	8A	93.3	89.4	91.	8A	95.1	88.6	91.1
Montgomery	8A	92.4	89.6	90.8	8A	92.5	89.5	90.8
Moses Bigelow (15th Ave.)	8A	87.6	85.5	86.4	8A	90.3	86.2	87.7
Ridge	8A	94.2	86.2	89.9	8A	95.5	92.5	94.
Robert Treat	8A	87.2	84.6	85.5	8A	85.4	86.9	86.3
Roseville Avenue	5A	84.3	82.9	83.2	5A	91.	90.3	90.4
South Street	6A	100.	87.7	90.3	6A	100.	87.4	90.3
South Eighth Street	8A	89.5	87.2	88.4	8A	91.4	88.7	90.1
South Market Street	8A	87.5	93.2	90.2	8A	93.5	92.6	93.
South Tenth Street	8A	89.8	89.9	89.9	8A	89.5	91.5	90.5
Speedway	6A	86.8	78.9	81.3	6A	87.2	91.6	90.2
Summer Avenue	8A	85.1	86.1	85.6	8A	90.3	87.7	89.
Summer Place	6B	92.	86.2	87.6	6B	84.6	89.3	88.2
Sussex Avenue	8A	83.1	83.3	83.1	8A	76.	81.1	78.8
Warren Street	5A	84.7	89.1	88.4	5A	84.3	92.	90.8
Washington Street	8A	89.7	80.2	84.3	8A	90.8	85.5	87.7
Waverly Avenue	5B	94.1	93.8	93.8	5A	98.2	93.2	94.1
Webster	8A	78.4	84.5	82.5	8A	82.7	82.5	82.6
West Side	8A	81.6	83.7	83.	8A	86.4	85.4	85.8

Abington Avenue, Belmont Avenue, Lafayette (including Walnut Street), McKinley, and Newton all-year schools not included.

Percentage of Promotions in the Elementary Schools for the Past Three Years

GRADE	1916			1917			1918		
	January	June	Average	January	June	Average	January	June	Average
8A	94.1	95.2	94.6	90.8	95.5	93.1	94.5	95.1	94.8
8B	92.	91.7	91.	90.3	91.9	91.1	91.9	90.8	91.3
7A	90.5	92.	91.2	88.8	90.7	89.7	88.3	88.8	88.5
7B	88.8	89.2	89.	88.7	88.5	88.6	87.9	88.5	88.2
6A	88.9	90.3	89.6	89.6	91.1	90.3	87.9	87.8	87.8
6B	88.	87.3	87.6	86.7	88.1	87.4	87.3	88.2	87.7
5A	88.	89.4	88.7	87.1	87.	87.	85.6	88.1	86.8
5B	85.2	88.4	86.8	87.7	87.1	87.4	85.2	86.2	85.7
4A	88.	80.7	84.3	89.8	90.4	90.1	89.9	91.9	90.9
4B	88.1	90.	89.	89.2	89.5	89.3	88.2	88.8	88.5
3A	89.1	89.7	89.4	88.3	91.3	89.8	87.6	90.3	88.9
3B	89.7	89.7	89.7	89.1	90.6	89.8	88.2	89.7	88.9
2A	81.	90.1	85.5	89.2	91.1	90.1	87.4	89.8	88.6
2B	88.7	89.	88.8	89.2	89.8	89.5	87.8	87.8	87.8
1A	88.6	90.4	89.5	87.7	89.8	88.7	87.4	88.7	88.
1B	81.3	83.	82.1	79.6	81.2	80.4	81.9	81.6	81.7
Average	88.	89.6	88.8	87.9	89.4	88.6	87.3	88.6	87.9

Causes for Non-Promotion of Pupils for the Half Year Ending January 31, 1917

GRADE	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other causes	Total
8A	4	7	22	....	19	4	71	127
8B	13	5	45	3	32	11	55	164
7A	19	5	67	3	35	14	31	174
7B	31	15	73	11	35	21	42	228
6A	27	9	78	7	37	17	49	224
6B	38	9	136	5	57	29	59	333
5A	57	13	149	10	36	30	59	354
5B	53	11	149	15	40	21	90	379
4A	36	5	109	11	50	17	73	301
4B	48	10	116	13	29	26	102	344
3A	29	6	136	16	18	23	95	323
3B	32	24	186	10	28	25	70	375
2A	32	6	120	19	21	26	83	307
2B	30	19	169	17	18	35	85	373
1A	52	21	131	11	15	31	84	345
1B	107	65	217	32	33	218	216	888
Total	608	230	1903	183	503	548	1264	5239
Per cent.	11.6	4.4	36.4	3.5	9.6	10.4	24.1	100.
Kindergarten	53	12	69	3	3	254	3371	3765

Whole number of pupils enrolled day of promotion (not including kindergarten)	43,081
Number promoted	37,842
Number not promoted	5,239
Per cent. promoted	87.8
Per cent. not promoted	12.2

Causes for Non-Promotion of Pupils for the Half Year Ending June 30, 1917

GRADE	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other causes	Total
8A	3	9	19	5	15	5	18	74
8B	10	7	35	2	21	1	41	117
7A	18	5	56	3	35	4	42	163
7B	31	6	87	8	46	11	45	234
6A	31	9	80	5	24	10	39	198
6B	46	10	114	9	44	15	53	291
5A	72	19	121	9	56	24	58	359
5B	77	10	149	5	43	26	61	371
4A	46	12	122	12	37	12	55	296
4B	34	15	113	10	28	14	63	277
3A	51	6	138	13	15	20	45	288
3B	42	14	114	11	21	14	47	263
2A	46	24	96	15	18	18	71	288
2B	25	19	125	18	25	15	57	284
1A	86	35	128	23	14	29	46	361
1B	121	47	134	18	27	149	117	613
Total	739	247	1631	166	469	367	858	4477
Per cent.	16.5	5.6	36.5	3.7	10.4	8.2	19.1	100.
Kindergarten	47	2	38	3	....	171	2496	2757

Whole number of pupils enrolled day of promotion (not including kindergarten)	42,114
Number promoted	37,637
Number not promoted	4,477
Per cent. promoted	89.4
Per cent. not promoted	10.6

Causes for Non-Promotion of Pupils for the Half Year Ending January 31, 1918

GRADE	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other causes	Total
8A	10	5	13	3	11	4	29	75
8B	25	8	37	2	22	8	28	130
7A	32	10	46	1	35	8	60	192
7B	40	6	88	6	36	14	52	242
6A	45	11	72	4	58	20	48	258
6B	77	16	108	4	47	19	67	338
5A	90	9	157	8	24	32	67	387
5B	83	19	196	18	52	31	77	476
4A	52	8	79	3	39	27	57	265
4B	75	28	138	9	28	32	87	397
3A	63	15	134	15	31	16	77	351
3B	72	22	132	17	27	18	82	370
2A	83	28	106	23	10	23	78	351
2B	72	41	134	29	19	30	87	412
1A	71	33	113	27	14	23	77	358
1B	212	98	184	28	11	144	130	807
Total	1102	357	1737	197	464	449	1103	5409
Per cent.	20.4	6.6	22.1	3.6	8.6	8.3	20.4	100.
Kindergarten	61	18	35	2	3	120	3493	3732

Whole number of pupils enrolled day of promotion (not including kindergarten)	42,899
Number promoted	37,490
Number not promoted	5,409
Per cent. promoted	87.3
cent. not promoted	12.7

Causes for Non-Promotion of Pupils for the Half Year Ending June 28, 1918

GRADE	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other causes	Total
8A	13	4	22	....	6	1	28	74
8B	19	5	41	4	35	4	32	140
7A	41	10	51	2	25	11	59	199
7B	27	9	65	6	45	10	59	221
6A	51	12	104	9	55	12	57	300
6B	89	11	91	1	38	12	46	288
5A	85	13	110	10	49	12	81	360
5B	83	19	173	10	38	18	45	386
4A	59	10	87	4	23	19	53	255
4B	73	9	101	14	28	15	79	319
3A	57	18	104	13	17	17	72	298
3B	38	13	130	20	15	20	48	284
2A	56	19	130	14	24	16	70	329
2B	55	24	139	19	15	25	69	346
1A	108	49	111	18	19	27	96	428
1B	117	73	166	17	15	106	84	578
Total	971	298	1625	161	447	325	978	4805
Per cent.	20.2	6.2	33.8	3.3	9.3	6.8	20.4	100.
Kindergarten	30	11	109	2	....	119	2492	2763

Whole number of pupils enrolled day of promotion (not including kindergarten)	42,509
Number promoted	37,704
Number not promoted	4,805
Per cent. promoted	88.6
Per cent. not promoted	11.4

STATE EXAMINATIONS—8A PUPILS

Held in January and June, 1917

	Arithmetic			Writing			Spelling			English			U. S. History			Geography		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
Total number of pupils taking examinations	1,523	1,777	3,300	1,518	1,773	3,291	1,521	1,775	3,296	1,521	1,781	3,302	1,522	1,780	3,302	1,519	1,779	3,298
Total number of pupils who could have taken examinations, but did not	13	19	32	18	23	41	15	21	36	15	15	30	14	16	30	17	17	34
Number of pupils receiving 90 points or more	232	482	714	280	501	781	56	593	649	233	135	368	294	410	704	259	256	515
Number of pupils receiving 70 to 89 points	875	920	1,795	1,045	1,099	2,144	818	1,042	1,860	1,039	1,157	2,196	944	1,085	2,029	1,003	1,111	2,114
Number of pupils receiving 50 to 69 points	325	296	621	187	157	344	565	128	693	225	435	660	253	252	505	229	368	597
Number of pupils receiving 49 points or less	91	79	170	6	16	22	82	12	94	24	54	78	31	33	64	28	44	72

STATE EXAMINATIONS—8A PUPILS

Held in January and June, 1918

	Arithmetic			Writing			Spelling			English			U. S. History			Geography		
	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total	January	June	Total
Total number of pupils taking examinations	1,400	1,728	3,128	1,330	1,667	2,997	1,491	1,729	3,220	1,487	1,726	3,213	1,492	1,731	3,223	1,400	1,721	3,121
Total number of pupils who could have taken examination, but did not	114	15	129	184	22	206	23	14	37	27	17	44	22	12	34	114	22	136
Number of pupils receiving 90 points or more	325	430	755	173	355	528	274	447	721	201	222	423	331	448	779	331	255	586
Number of pupils receiving 70 to 89 points	811	1,045	1,856	902	1,136	2,038	[illegible]	[illegible]	[illegible]	1,033	1,127	2,160	922	1,067	1,989	881	1,052	1,933
Number of pupils receiving 50 to 69 points	228	215	443	244	174	418	219	233	452	236	343	579	204	187	391	158	363	521
Number of pupils receiving 49 points or less	36	38	74	11	2	13	2	47	74	17	34	51	35	29	64	30	51	81

ALL YEAR SCHOOLS

Enrollment, Attendance, Etc., for the Months of July and August, 1917

	Grammar	Primary	Kindergarten	Total
Number of schools	....	....	.....	7
Total enrollment	2,445	3,928	990	7,363
Average enrollment	2,231	3,518	868	6,617
Average attendance	2,062	3,118	692	5,872
Per cent. of attendance	92.4	88.6	79.7	88.7
Number who left during term	294	536	125	955
*Number of pupils promoted	1,739	2,891	206	4,836
Number of pupils not promoted	218	497	659	1,374
Per cent. of pupils promoted	88.2	85.2	23.8	77.9
Number of cases of tardiness	273	590	46	909
Number of cases of illness of pupils attributable to school	....	....	.....	....
Number of days' illness of teachers	....	....	.....	161.2
Number of cases of quarantine, teachers and pupils	....	....	.....	37
Number of classes	67	91	18	176
		Males	Females	Total
Number of teachers employed, including principal and clerk		35	178	213
Number of graduates		85	77	162

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* No promotions in the Boys' Vocational and Elizabeth Avenue Open Air Schools in August.

Reasons for non-promotion—Irregular attendance 213; personal illness 22; mental incapacity 202; physical defect 22; lack of interest 62; entered late 52; other causes 801; total non-promoted 1,374, or 22.1 per cent.

ALL YEAR SCHOOLS

Enrollment, Attendance, Etc., for the Months of July and August, 1918

	Grammar	Primary	Kindergarten	Total
Number of schools	....	....	.....	7
Total enrollment	2,327	4,023	1,003	7,353
Average enrollment	2,195	3,707	906	6,808
Average attendance	2,031	3,310	745	6,086
Per cent. of attendance	92.5	89.3	82.2	89.4
Number who left during term	211	403	91	705
‡Number of pupils promoted	1,686	3,010	232	4,928
Number of pupils not promoted	319	536	680	1,535
Per cent. of pupils promoted	84.1	84.9	25.4	76.2
Number of cases of tardiness	590	1,476	60	2,126
Number of cases of illness of pupils attributable to school	....	....	.....	....
Number of days' illness of teachers	56.5	49	5	110.5
Number of cases of quarantine, teachers and pupils	5	11	1	17
Number of classes	63	97	16	176
		Males	Females	Total
Number of teachers employed, including principal and clerk		33	190	223
Number of graduates		72	70	142

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‡ No promotions in the Boys' Vocational and Elizabeth Avenue Open Air Schools in August.

Reasons for non-promotion—Irregular attendance 253; personal illness 23; mental incapacity 269; physical defect 14; lack of interest 93; entered late 23; other causes 860; total non-promoted 1,535, or 23.8 per cent.

SUMMER SCHOOLS

All Summer Schools for 1917 Compared with Similar Figures for 1916

Total Enrollment

	Boys	Girls	Total
1917	10,405	10,546	20,951
*1916	9,322	8,909	18,231
Increase	1,083	1,637	2,720

Average Enrollment, Average Attendance, and Per Cent. of Attendance

	Average Enrollment	Average Attendance	Per Cent. of Attendance
1917	17,394	15,519	88.7
*1916	9,742	8,796	90.6
Increase	7,652	6,723	....
Decrease	....	....	1.9

Distribution of Pupils by Departments

	High	Grammar	Primary	Kindergarten
1917	1,468	7,115	10,412	1,956
*1916	1,641	6,625	8,495	1,470
Increase	....	490	1,917	486
Decrease	173	....	....	....

Number of Classes

	Kindergarten	Primary	Grammar	Promotion	Total
1917	30	106	38	319	493
1916	29	112	42	307	490
Increase	1	....	....	12	3
Decrease	....	6	4	....	....

Number of Teachers

	Elementary		High		Total	
	Males	Females	Males	Females	Males	Females
1917	67	572	54	20	121	592
1916	67	566	53	23	120	589
Increase	....	6	1	....	1	3
Decrease	....	....	....	3	....	....

Sources from which Pupils Came

	Public Schools	Private Schools	Never Before Attended	Total
1917	18,687	1,353	911	20,951
1916	16,859	794	578	18,231
Increase	1,828	559	333	2,720

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* Low enrollment in 1916 was due to epidemic of infantile paralysis. All grades below the fifth were closed.

SUMMER SCHOOLS

All Summer Schools for 1918 Compared with Similar Figures for 1917

Total Enrollment

	Boys	Girls	Total
1918	9,760	10,161	19,921
1917	10,405	10,546	20,951
Decrease	645	385	1,030

Average Enrollment, Average Attendance, and Per Cent. of Attendance

	Average Enrollment	Average Attendance	Per Cent. of Attendance
1918	16,542	14,875	90.1
1917	17,394	15,519	88.7
Increase	-------	-------	1.4
Decrease	852	644	-------

Distribution of Pupils by Departments

	High	Grammar	Primary	Kindergarten
1918	*1,403	6,709	9,937	1,872
1917	1,468	7,115	10,412	1,956
Decrease	65	406	475	84

* Includes 9th grade of the three junior high schools.

Number of Classes

	Kindergarten	Primary	Grammar	Promotion	Total
1918	33	63	19	378	493
1917	30	106	38	319	493
Increase	3	----	----	59	----
Decrease	----	43	19	----	----

Number of Teachers

	Elementary		High		Total	
	Males	Females	Males	Females	Males	Females
1918	*54	*581	38	27	92	608
1917	‡67	‡572	54	20	121	592
Increase	----	9	----	7	----	16
Decrease	13	----	16	----	29	----

Sources from which Pupils Came

	Public Schools	Private Schools	Never Before Attended	Total
1918	17,971	1,014	936	19,921
1917	18,687	1,353	911	20,951
Increase	-------	------	25	-------
Decrease	716	339	------	1,030

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* Includes supervisors and special teachers and teachers of 9th grade in the three junior high schools.

‡ Includes supervisors and special teachers.

PERCENTAGE OF PUPILS ENROLLED IN THE VARIOUS PUBLIC SCHOOLS ON JUNE 30, 1917, THAT ATTENDED SUMMER SCHOOLS

	Enrollment June 30, 1917	No. enrolled in Summer Schools	Per cent. of June enrollment attended Summer School
Barringer High	1,332	487	36.6
Central High	1,748	497	28.4
East Side High	637	67	10.5
South Side High	1,201	371	30.8
Abington Avenue	1,290	12	.9
Alexander Street	938	117	12.5
Avon Avenue	1,387	528	30.9
Belmont Avenue	1,689	17	1.1
Bergen Street	1,455	567	38.7
Berkeley	833	113	13.6
Bruce Street	693	233	33.6
Burnet	1,293	548	50.1
Camden Street	1,016	642	63.2
Carteret	1,120	136	12.1
Central Avenue	1,242	538	43.3
Charlton Street	1,440	717	49.9
Chestnut Street	731	87	11.9
Cleveland	2,042	1,100	56.9
Dayton	60	.....	.....
Eliot	955	330	34.6
Elizabeth Avenue	255	56	24.9
Fifteenth Avenue	925	338	36.5
Fourteenth Avenue	1,184	488	40.9
Franklin	1,667	848	50.9
Garfield	1,078	50	4.6
Hamburg Place	1,580	426	26.9
Hawkins Street	650	152	23.4
Hawthorne	1,082	468	43.3
John Catlin	1,195	413	34.6
Lafayette	1,908	7	.4
Lawrence Street	314	22	7.
Lincoln	583	16	2.7
Madison	1,448	555	38.3
McKinley	2,196	14	.6
Milford	1,154	545	47.2
Miller Street	1,277	354	27.7
Monmouth Street	1,055	589	55.8
Montgomery	926	328	35.4
Morton Street	1,566	709	47.2
Newton	1,797	13	.7
Ridge	563	80	47.2
Robert Treat	1,947	607	31.2
Roseville Avenue	400	91	22.8
South Street	955	265	27.8
South 8th Street	1,126	366	32.5
South Market Street	930	256	27.5
South 10th Street	936	412	44.
Summer Avenue	641	80	12.5
Summer Place	292	26	8.9
Sussex Avenue	904	361	28.9

	Enrollment June 30, 1917	No. enrolled in Summer Schools	Per Cent. of June enrollment attended Summer School
Walnut Street	320	......	......
Warren Street	875	488	55.7
Washington Street	717	227	31.7
Waverly Avenue	557	185	33.2
Webster	1,249	802	65.
West Side	1,925	849	55.1
Total	*61,279	*18,593	*30.3

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* Does not include all-year schools and special schools.

PERCENTAGE OF PUPILS ENROLLED IN THE VARIOUS PUBLIC SCHOOLS ON JUNE 30, 1918, THAT ATTENDED SUMMER SCHOOLS

	Enrollment June 30, 1918	No. enrolled in Summer Schools	Per Cent. of June enrollment attended Summer School
Barringer High	1,462	420	28.7
Central High	1,989	330	16.5
East Side High	605	68	11.2
South Side High	1,211	364	30.
Cleveland Junior High	565	8	1.4
Robert Treat Junior High	521	14	2.6
Abington Avenue	1,665	3	.1
Alexander Street	827	......	......
Avon Avenue	1,602	551	34.3
Belmont Avenue	2,153	14	.6
Bergen Street	1,735	513	29.5
Berkeley	1,014	119	11.7
Bruce	384	64	16.6
Burnet	1,760	484	27.5
Camden Street	1,233	757	61.3
Carteret	1,330	343	25.7
Central Avenue	1,499	484	32.2
Charlton Street	1,680	767	45.6
Chestnut Street	994	123	12.3
Cleveland, Elem.	1,726	820	47.5
Dayton	72	3	4.1
Eliot	1,158	277	23.9
Elizabeth Avenue	336	37	11.
Fourteenth Avenue	1,386	529	38.1
Franklin	1,902	785	41.2
Garfield	1,349	53	3.9
Hamburg Place	1,737	382	21.9
Hawkins Street	831	125	15.
Hawthorne	1,287	473	36.7
John Catlin	2,054	428	20.8
J. E. Haynes (Morton St.)	1,857	613	33.
Lafayette	2,686	17	.6
Lawrence Street	401	24	5.9
Lincoln	681	162	23.7
Madison, Elem.	1,339	579	43.2
McKinley	2,064	17	.8

	Enrollment June 30, 1918	No. enrolled in Summer Schools	Per Cent. of June enrollment attended Summer School
Milford	1,366	541	39.6
Miller	1,645	287	17.4
Monmouth Street	1,244	531	42.6
Montgomery	1,065	258	24.2
Moses Bigelow (15th Ave.)	1,115	431	38.6
Newton	2,178	14	.6
Ridge	748	86	11.4
Robert Treat, Elem.	2,193	598	27.2
Roseville Avenue	524	123	23.4
South Street	1,112	220	19.7
South 8th Street	1,442	346	23.9
South Market Street	583	99	16.9
South 10th Street	1,021	351	34.3
Speedway	430	100	23.2
Summer Avenue	815	56	6.8
Summer Place	422	22	5.2
Sussex Avenue	1,094	286	26.1
Walnut Street	299	12	4.
Warren Street	1,139	545	47.8
Washington Street	951	202	21.2
Waverly Avenue	700	270	38.5
Webster	1,358	679	50.
West Side	2,142	743	34.6
Vocational—Boys	216	1	0.4

PROMOTION CLASSES IN ELEMENTARY SCHOOLS 1917

Enrollment and Attendance

Distribution of days attendance—

	Males	Females	Total
Present between 1-10 days	721	712	1,433
Present between 11-20 days	993	1,030	2,023
Present between 21-30 days	3,844	3,787	7,631
Total number of pupils enrolled	5,558	5,529	11,087

Enrollment, Etc., of Promotion Classes by Grades 1917

GRADE	No. of pupils enrolled	No. who left before end of term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A	183	27	26	25	48	22	35
8B	542	140	55	51	132	81	83
7A	593	145	53	66	124	96	109
7B	542	177	63	88	119	84	111
6A	739	203	66	69	203	66	132
6B	759	219	83	86	223	67	81
5A	951	278	83	118	274	96	102
5B	1011	319	75	88	339	64	126
4A	848	243	42	92	277	77	117
4B	971	280	58	102	403	64	64
3A	808	202	27	79	393	59	48
3B	893	232	75	43	434	74	35
2A	663	196	21	29	366	30	21
2B	674	124	14	30	460	32	14
1A	432	81	12	18	312	8	1
1B	378	93	7	5	269	4	......
Total	11087	2959	760	989	4376	924	1079

PROMOTION CLASSES IN ELEMENTARY SCHOOLS 1918

Enrollment and Attendance

Distribution of days attendance—

	Males	Females	Total
Present between 1-10 days	880	942	1,822
Present between 11-20 days	1,104	1,154	2,258
Present between 21-30 days	4,382	4,494	8,876
Total number of pupils enrolled	6,366	6,590	12,956

Enrollment, Etc., of Promotion Classes by Grades 1918

GRADE	No. of pupils enrolled	No. who left before end of the term	No. who succeeded in making up failures	No. who failed to make up failures	No. taking work to strengthen next term's work	No. recommended for advanced standing (not included in preceding columns)	No. who failed to gain advanced standing (not included in preceding columns)
8A	162	48	37	15	29	24	9
8B	539	142	91	46	136	83	41
7A	610	126	75	48	184	110	67
7B	653	197	65	62	177	74	78
6A	698	198	91	43	192	95	79
6B	921	297	67	71	274	75	137
5A	1005	320	92	87	338	80	88
5B	1287	407	61	91	508	81	139
4A	938	302	49	56	349	76	106
4B	1143	344	48	66	523	68	94
3A	1032	289	47	80	524	60	32
3B	1009	276	27	41	538	69	58
2A	893	267	31	43	501	38	13
2B	977	239	22	38	644	29	5
1A	582	174	11	16	354	21	6
1B	507	111	11	34	346	4	1
Total	12956	3737	825	837	5617	987	953

SUMMER HIGH SCHOOLS FOR 1917 COMPARED WITH SIMILAR FIGURES FOR 1916

Total Enrollment

Year	Boys	Girls	Total
1917	654	814	1,468
1916	847	794	1,641
Increase	......	20	....
Decrease	193	......	173

Average Enrollment, Average Attendance, and Per Cent. of Attendance

Year	Average Enrollment	Average Attendance	Per Cent. of Attendance
1917	1,352	1,276	94.4
1916	1,475	1,401	95.
Decrease	123	125	.6

SUMMER HIGH SCHOOLS FOR 1918 COMPARED WITH SIMILAR FIGURES FOR 1917

Total Enrollment

Year	Boys	Girls	Total
*1918	653	750	1,403
1917	654	814	1,468
Decrease	1	64	65

* Includes 9th grade of the three Junior High Schools.

Average Enrollment, Average Attendance, and Per Cent. of Attendance

Year	Average Enrollment	Average Attendance	Per Cent. of Attendance
*1918	1,295	1,219	94.1
1917	1,352	1,276	94.4
Decrease	57	57	.3

* Includes 9th grade of the three Junior High Schools.

COMPARATIVE SUMMER SCHOOL STATISTICS FOR THE LAST FIVE YEARS

Year	No. of Teachers	No. of Classes	Total Enrollment	Average Enrollment	Average Attendance
1912	444	320	14,371	11,318	10,039
1913	494	365	16,021	12,869	11,488
1914	601	471	21,290	18,008	16,411
1915	774	552	24,772	20,941	19,288
1916	709	490	18,231	9,742	8,796
1917	713	493	20,951	17,394	15,519
1918	700	493	19,921	16,542	14,875

Combined Statistics of Enrollment and Attendance, Etc., of All-Year Summer Session and Summer Schools, 1917

	All Year	Summer	Total
Total enrollment	7,363	20,951	28,314
Average enrollment	6,617	17,394	24,011
Average attendance	5,872	15,519	21,391
Per cent. of attendance	88.7	88.7	....
Number of pupils promoted	4,836	3,062	7,898
Number of pupils recommended to skip a grade	....	924	....

Combined Statistics of Enrollment and Attendance, Etc., of All-Year Summer Session and Summer Schools, 1918

	All Year	Summer	Total
Total enrollment	7,353	19,921	27,274
Average enrollment	6,808	16,542	23,350
Average attendance	6,086	14,875	20,961
Per cent. of attendance	89.4	90.1	....
Number of pupils promoted	4,928	3,328	8,256
Number of pupils recommended to skip a grade	....	987	....

PLAYGROUNDS

1917

Compared with Similar Figures for 1916

Average Daily Attendance

	Under Ten Years of Age	Over Ten Years of Age	Total Enrollment
1917	4,386	4,841	9,227
1916	3,572	5,097	8,669
Increase	814	....	558
Decrease	....	256	....

Number and Sex of Instructors Employed

	Men	Women	Total
1917	47	76	123
1916	64	94	158
Decrease	17	18	35

PLAYGROUNDS

1918

Compared with Similar Figures for 1917

Average Daily Attendance

	Under Ten Years of Age	Over Ten Years of Age	Total Enrollment
1918	4,967	5,256	10,223
1917	4,386	4,841	9,227
Increase	581	415	996

Number and Sex of Instructors Employed

	Men	Women	Total
1918	53	82	135
1917	47	76	123
Increase	6	6	12

Comparative Statistics Summer Playgrounds for the Last Five Years

Year	Number of Playgrounds	Number of Teachers	Average Attendance
1914	21	163	10,808
1915	21	168	12,192
1916	21	158	8,669
1917	19	123	9,227
1918	21	135	10,223

AFTER-SCHOOL PLAYGROUNDS

1916-1917

During the year 1916-1917, six school playgrounds were opened to be used as "after-school playgrounds." These after-school playgrounds were in operation for twenty-one weeks. The table given below shows the average daily attendance for the nine weeks from October 6th, 1916—November 30th, 1916, and for the twelve weeks from April 9th, 1917—June 30th, 1917:

PLAYGROUND	Average Daily Attendance			
	From 10 to 15 years of age		Under 10 yrs. of age	Total
	Males	Females		
Bergen Street	157	92	56	305
Camden Street	60	47	82	189
Fourteenth Avenue	63	53	155	271
Franklin	45	35	115	195
South Eighth Street	95	64	56	215
Washington Street	78	54	76	208
Total	498	345	540	1383

AFTER-SCHOOL PLAYGROUNDS

1917-1918

Average daily attendance for twenty-two weeks—October 1st through November 28th, 1917, and April 1st through June 28th, 1918.

PLAYGROUND	Average Daily Attendance			
	From 10 to 15 years of age		Under 10 yrs. of age	Total
	Males	Females		
Bergen Street	60	36	68	164
Camden Street	79	64	66	209
Fourteenth Avenue	59	45	206	310
Franklin	51	48	85	184
South Eighth Street	98	93	126	317
Washington Street	112	92	79	283
Total	459	378	630	1467

SOCIAL CENTERS

October 1916—August 1917

	*Total No. of Evenings for Year	Aggregate Attendance for Year	Average Attendance Per Night	Ave. No. Workers	
				Paid	Volunteer
Avon Avenue	85	45,142	531	20	1
Fourteenth Avenue	63	14,983	238	12	5
Hamburg Place......	90	22,435	249	12	1
McKinley	70	15,691	224	4	4
Montgomery	37	8,650	234	11	6
All centers		106,901	1,476	59	17

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* Did not open until October on account of epidemic of infantile paralysis.

SOCIAL CENTERS

September 1917—August 1918

	*Total No. of Evenings for Year	Aggregate Attendance for Year	Average Attendance Per Night	Ave. No. Workers	
				Paid	Volunteer
Avon Avenue..........	57	19,909	349	15	....
Belmont Avenue....	27	2,728	101	6	....
Fourteenth Avenue	56	8,729	156	10	4
Hamburg Place......	50	8,609	172	7	....
McKinley	23	4,028	175	4	3
Montgomery	12	1,182	99	6	8
All centers		45,610	1,063	48	15

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* All centers were closed during January, February, and March on account of the coal shortage, and McKinley and Montgomery were not reopened.

EVENING SCHOOLS

Summary of Evening School Statistics for the School Year 1916-1917

Name of School	Total Number Enrolled	Average Daily Attendance	Total Number Teachers
Technical—			
Fawcett School of Industrial Arts	1,318	674	35
Boys' Vocational	236	124	9
Total	1,554	798	44
Industrial High—			
Bergen Street	1,096	364	27
Central C. & M. T.	1,946	792	55
East Side C. & M. T.	938	384	31
Franklin	443	138	12
Morton Street	700	267	22
Robert Treat	950	351	27
Total	6,073	2,296	174
Gymnasiums—			
Barringer	252	43	2
Madison	196	38	2
Total	448	81	4
Elementary—			
Abington Avenue	236	109	8
Belmont Avenue	608	293	18
Bergen Street	178	68	5
Central Avenue	588	227	11
Cleveland	734	326	19
Franklin	318	132	9
Hamburg Place	353	200	10
Lafayette	759	273	15
McKinley	539	223	12
Morton Street	401	158	11
Newton	510	231	11
Robert Treat	266	133	7
South Street	311	136	7
South Eighth Street	254	106	7
South Tenth Street	440	224	13
Washington Street	364	182	8
Total	6,859	3,021	171
Deaf	33	24	5
Grand Total	14,967	6,220	*427

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* Includes supervisors and special teachers.

EVENING SCHOOLS

Summary of Evening School Statistics for the School Year 1917-1918

Name of School	Total Number Enrolled	Average Daily Attendance	Total Number Teachers
Technical—			
Fawcett School of Industrial Arts	1,247	556	37
Boys' Vocational	243	104	9
Total	1,490	660	46
Industrial High—			
Bergen Street	1,042	320	28
Central C. & M. T.	2,110	805	61
East Side C. & M. T.	865	385	32
Franklin	434	131	13
Joseph E. Haynes	665	223	19
Robert Treat	959	315	24
Total	6,075	2,179	177
Gymnasiums—			
Barringer	214	47	2
Madison	187	39	2
Total	401	86	4
Elementary—			
Abington Avenue	255	151	8
Belmont Avenue	543	300	14
Bergen Street	159	55	5
Central Avenue	508	177	8
Cleveland	828	342	14
East Side	121	64	3
Franklin	234	87	8
Hamburg Place	289	177	7
Joseph E. Haynes	378	120	11
Lafayette	561	271	13
McKinley	416	227	10
Newton	374	191	8
Robert Treat	231	119	9
South Street	234	144	7
South Eighth Street	242	112	6
South Tenth Street	373	227	12
Washington Street	332	186	7
Total	6,078	2,950	150
Deaf	30	20	4
Americanization Classes	97	33	2
Grand Total	14,171	5,928	†412

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† Includes supervisors and special teachers.

Comparative Statistics for the Last Five Years

Year	No. of Teachers	Total Enrollment	Average Enrollment	Average Attendance	Per Cent. of Attendance
1914	412	17,055	8,593	6,886	80.
1915	440	17,855	9,081	7,439	81.8
1916	434	16,859	8,335	6,760	80.9
1917	427	14,967	7,606	6,220	81.5
1918	414	14,171	7,293	5,928	81.2

DAY SCHOOLS—1916-1917

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment						Average enrollment	Average Attendance	Per Cent. of Attendance	No. who have not been absent or tardy during the year	Times tardy	Number of sessions truant	Number suspended or expelled during year	No. of Classes			Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Kindergarten	Primary	Grammar	Males	Females
High																		
Barringer High	787	731	1,518	....	....	....	1,407	1,319	93.7	100	2,127	99	2	......	......	......	30	34
Central C. & M. T. High	935	1,072	2,007	....	....	....	1,859	1,710	91.9	104	2,880	....	......	......	......	......	54	29
East Side C. & M. T. High	294	349	643	....	....	....	637	604	94.8	52	1,158	....	......	......	......	......	23	22
South Side High	668	608	1,276	....	....	....	1,226	1,157	94.4	79	1,459	1	......	......	......	......	28	34
Total	2,684	2,760	5,444	....	....	....	5,129	4,790	93.4	335	7,624	100	2	......	......	......	135	119
Elementary																		
Abington Avenue	733	762	1,495	275	851	369	1,137	1,048	92.1	....	2,017	483	2	3	17	10	6	30
Alexander Street	530	549	1,079	125	547	407	939	854	90.8	41	526	4	......	2	11	10	2	23
Avon Avenue	837	837	1,674	241	800	633	1,444	1,331	92.1	27	423	15	4	3	18	16	2	37
Belmont Avenue	1,088	1,047	2,135	414	1,027	694	1,566	1,409	89.9	4	1,070	333	13	4	24	15	4	45
Bergen Street	858	810	1,668	185	769	714	1,472	1,357	92.2	35	676	31	2	2	18	17	3	38
Berkeley	485	461	946	129	499	318	843	750	88.9	11	106	18	2	2	10	8	......	22
Blum Street	37	31	68	....	68	....	68	65	95.5	11	12	2	......	......	......	......	......	......
Bruce Street	443	401	844	165	542	137	700	633	90.3	22	527	82	......	2	11	4	1	17
Burnet	757	743	1,500	180	797	523	1,286	1,144	88.8	30	579	892	3	2	16	14	2	33
Camden Street	624	633	1,257	263	763	231	1,060	968	91.2	15	1,435	146	7	4	16	6	1	27

Carteret	684	583	1,267	220	558	489	1,125	1,031	91.6	30	325	69	......	3	13	13	2	30
Central Avenue	747	701	1,448	141	692	615	1,268	1,169	92.1	64	327	561	6	2	14	15	2	32
Charlton Street	879	812	1,691	363	799	529	1,443	1,307	90.6	6	589	72	......	6	18	14	2	39
Chestnut Street	447	442	889	91	412	386	725	642	88.6	6	432	139	......	2	9	9	1	19
Cleveland	1,123	1,215	2,338	268	961	1,109	2,101	1,919	91.3	37	1,347	49	......	3	23	28	9	54
Dayton	28	40	68	....	68	....	59	53	88.6	1	43	....	......	......	2	......	......	2
Eliot	565	538	1,103	174	550	379	919	831	90.4	10	337	14	2	2	11	10	2	23
Elizabeth Avenue	171	146	317	60	257	....	253	226	89.2	2	141	28	......	2	5	......	......	6
Fifteenth Avenue	661	695	1,356	174	750	432	1,070	964	90.	13	130	170	7	2	11	9	1	23
Fourteenth Avenue	687	587	1,274	171	578	525	1,185	1,090	92.	42	368	91½	3	2	12	13	1	28
Franklin	917	915	1,832	319	924	589	1,645	1,560	94.8	202	674	290	1	4	19	14	1	38
Garfield	632	654	1,286	197	591	498	1,083	983	90.7	31	563	124	7	2	15	11	2	29
Hamburg Place	902	935	1,837	303	949	585	1,614	1,479	91.6	40	864	456	......	4	20	14	2	39
Hawkins Street	400	356	756	136	465	155	639	595	93.	19	395	....	1	2	10	4	1	16
Hawthorne	641	602	1,243	144	584	515	1,087	980	90.1	16	693	84	......	2	14	14	3	30
John Catlin	686	727	1,413	220	763	430	1,231	1,126	91.4	26	560	385	......	3	17	11	1	32
Lafayette	1,256	1,328	2,584	444	1,243	897	1,706	1,507	88.3	14	1,377	1,156	......	4	24	18	3	48
Lawrence Street	219	177	396	79	274	43	315	288	91.2	6	330	42	......	2	6	1	......	10
Lincoln	336	332	668	97	230	241	569	515	90.5	25	341	32	......	2	7	6	1	14
Madison	800	789	1,589	174	769	646	1,428	1,298	90.8	33	671	36	1	2	18	17	3	37
McKinley	1,278	1,233	2,511	581	1,180	750	1,985	1,849	93.1	147	2,629	1,018	5	7	30	19	4	57
Milford	590	576	1,166	216	524	426	1,096	1,000	91.2	10	908	95	5	3	14	11	2	28
Miller Street	778	738	1,516	125	679	712	1,290	1,183	91.6	15	631	85	8	2	14	17	3	33
Monmouth Street	628	580	1,208	234	554	420	1,050	947	90.2	5	653	31	4	3	13	10	2	26
Montgomery	530	518	1,048	193	478	377	920	819	89.	3	619	170	2	3	10	10	3	23
Morton Street	956	929	1,885	297	1,006	582	1,589	1,462	91.9	16	1,062	96	11	4	21	15	3	41
Newton	1,170	1,049	2,219	448	1,158	613	1,667	1,525	91.4	33	1,822	1,399	8	5	24	16	3	47
Ridge	328	354	682	99	327	256	589	542	92.	13	227	13	......	2	7	7	1	16
Robert Treat	1,177	1,119	2,296	305	1,149	842	2,002	1,847	92.2	39	437	....	......	4	25	23	3	54
Roseville Avenue	281	257	538	85	365	88	422	380	90.	7	262	72	1	2	8	2	1	11
South Street	625	547	1,172	257	720	195	923	845	91.4	17	1,782	245	......	3	14	4	1	22
South Eighth Street	671	725	1,396	136	604	656	1,185	1,082	91.2	6	365	33	......	2	14	16	1	33
South Market Street	581	544	1,125	176	554	395	949	891	93.8	36	828	51	......	2	11	9	1	23
South Tenth Street	503	525	1,028	151	450	427	916	854	93.2	65	301	134	......	2	10	11	1	24
Summer Avenue	407	394	801	59	353	389	652	604	92.6	19	89	79	1	2	7	8	1	16
Summer Place	188	192	380	82	233	65	294	264	89.5	2	111	1	......	2	4	2	......	8
Sussex Avenue	542	488	1,030	130	472	428	895	805	89.9	10	922	191	......	2	10	10	1	23
Walnut Street	195	182	377	120	257	....	286	263	91.8	7	170	42½	......	2	7	......	......	10
Warren Street	542	525	1,067	222	703	142	885	839	94.7	71	767	107	......	3	15	3	2	22

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment						Average enrollment	Average Attendance	Per Cent. of Attendance	No. who have not been absent or tardy during the year	Times tardy	Number of sessions truant	Number suspended or expelled during year	No. of Classes			Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Kindergarten	Primary	Grammar	Males	Females
Washington Street	473	447	920	105	479	336	729	676	92.7	17	534	85	1	2	10	9	2	20
Waverly Avenue	303	300	603	148	455	......	518	465	89.8	13	93	9	......	2	12	......	1	14
Webster	755	718	1,473	282	877	314	1,257	1,177	93.6	66	740	80	......	3	19	9	3	31
West Side	978	972	1,950	272	1,058	620	1,849	1,695	91.6	68	630	159	......	4	30	16	7	48
Total	33,652	32,760	66,412	10,475	33,815	22,122	55,928	51,136	91.4	1,504	34,451	10,000	107	141	738	548	104	1,451
Special																		
Boys' Vocational	200	......	200	......	......	200	168	162	96.3	13	175	25	1	......	......	......	8	2
Girls' Vocational	......	108	108	......	......	108	97	86	89.1	6	21	......	......	......	......	......	......	10
Ungraded No. 1	46	......	46	......	22	24	40	37	92.9	......	107	82	......	......	......	......	1	2
Ungraded No. 2	35	......	35	......	16	19	39	37	94.7	......	189	156	......	......	......	......	1	2
Academy Street Ungraded	16	......	16	......	9	7	15	14	94.1	......	10	160	......	......	......	......	......	1
Alyea Street Defective	38	18	56	......	56	......	61	53	87.5	......	651	38	......	......	......	......	......	5
Coe's Place Defective	69	32	101	......	101	......	101	90	88.8	1	16	......	......	......	......	......	......	9
Robert Treat Defective	21	21	42	......	42	......	43	38	88.3	......	123	......	......	......	......	......	......	3
State Street Defective	66	36	102	......	102	......	91	80	87.5	......	549	31	......	......	......	......	......	9
Camden Street Open Air	10	18	28	......	23	5	29	26	88.8	2	132	......	......	......	......	......	......	1
Elizabeth Avenue Open Air	27	28	55	......	28	27	48	44	91.4	......	......	......	......	......	......	......	......	2
Carteret Open Air	17	13	30	......	23	7	29	28	94.5	2	......	......	......	......	......	......	......	1
Garfield Open Air	11	18	29	......	23	6	29	26	89.7	......	9	......	......	......	......	......	......	1
Hawkins Street Open Air	......	......	......	......	......	......	30	27	91.8	......	......	......	......	......	......	......	......	1

John Catlin Open Air	....	....	....	....	....	....	28	27	95.4	3	4	2	....	....	....	....	....	1
Lafayette Open Air	18	16	34	....	24	10	20	28	92.4	....	....	....	....	....	....	....	....	1
Lawrence Street Open Air	17	16	33	....	33	....	30	28	92.8	....	30	6	....	....	....	....	....	1
McKinley Open Air	12	18	30	....	17	13	29	27	90.5	....	142	....	1	....	....	....	....	1
Milford Open Air	....	....	....	....	....	....	29	27	91.	....	11	....	....	....	....	....	....	1
Montgomery Open Air	14	17	31	....	22	9	29	26	87.5	....	100	7	....	....	....	....	....	1
Morton Street Open Air	11	17	28	....	22	6	29	25	86.2	....	8	....	....	....	....	....	....	1
Robert Treat Blind	6	2	8	....	8	....	7	6	86.2	....	22	....	....	....	....	....	....	1
Washington Street Blind	3	7	10	....	10	....	9	7	89.	2	1	....	....	....	....	....	....	1
School for Deaf	45	39	84	....	84	....	76	70	92.	3	82	....	....	....	....	....	....	10
Home for Crippled Children	33	21	54	....	54	....	24	24	100.	....	....	....	....	....	....	....	....	1
Co-operative Classes	1	93	94	....	....	94	17	14	84.1	8	42	....	....	....	....	....	....	1
Total	716	538	1,254	....	719	535	1,157	1,057	91.3	40	2,424	507	2	....	....	....	10	70
Grand Total	37,052	36,058	73,110	10,475	34,534	22,657	62,950*	57,656*	91.5	1,879	44,499	10,607	111	141	738	548	271†	1,673†

* These figures show the average enrollment and average attendance for the city for ten months. This is found by deducting the days present and the days absent of the seven all year schools for the months of July and August from the grand totals for twelve months and dividing by 181, the number of days schools were in session for the regular term. The average enrollment for all schools for 12 months was 62,214, and the average attendance for twelve months was 56,983, found by adding the totals for all schools.

† Includes Supervisors and Special Teachers.

DAY SCHOOLS—1917-1918

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment						Average enrollment	Average Attendance	Per cent. of attendance	No. who have not been absent or tardy during the year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of classes				Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Special	Kindergarten	Primary	Grammar	Males	Females
Senior High					High														
Barringer High	738	724	1,462	....	1,462	....	1,309	1,221	93.2	73	2,593	101	3	......	......	......	......	27	34
Central C. & M. T. High	945	1,047	1,992	....	1,992	....	1,781	1,620	90.9	65	3,667	....	3	......	......	......	......	57	28
East Side C. & M. T. High	291	314	605	....	605	....	583	550	94.4	40	1,616	....	......	......	......	......	......	22	23
South Side High	635	576	1,211	....	1,211	....	1,112	1,045	93.9	59	1,707	....	......	......	......	......	......	28	32
Total	2,609	2,661	5,270	....	5,270	....	4,785	4,436	92.7	237	9,583	101	6	......	......	......	......	134	117
Junior High																			
Cleveland Jr. High—9th grade	59	104	163	....	163	....	168	157	93.2	....	....	....	......	......	......	......	......	......	......
Cleveland Jr. High—7th & 8th gr.	190	212	402	....	....	402	417	390	93.6	....	....	....	......	......	......	......	......	......	......
Total	249	316	565	....	163	402	585	547	93.4	13*	182*	56*	......	......	......	......	11*	4*	13*
Madison Jr. High—9th grade	25	49	74	....	74	....	102	96	93.9	....	....	....	......	......	......	......	......	......	......
Madison Jr. High—7th & 8th gr.	127	152	279	....	....	279	250	230	91.9	....	....	....	......	......	......	......	......	......	......
Total	152	201	353	....	74	279	352	326	92.5	4*	679*	....	......	......	......	......	7*	3*	9*
Robert Treat Jr. H.—9th grade	54	77	131	....	131	....	158	145	92.1	....	....	....	......	......	......	......	......	......	......
Robert Treat Jr. H.—7th & 8th gr.	207	183	390	....	....	390	325	298	91.5	....	....	....	......	......	......	......	......	......	......
Total	261	260	521	....	131	390	483	443	91.7	5*	95*	9*	4*	......	......	......	11*	3*	13*
Total Junior High	662	777	1,439	....	368	1,071	1,420	1,316	92.6	22	956	65	4	......	......	......	29	10	35

					Prim.													
All Year																		
Abington Avenue	583	812	1.665	326	874	465	1,249	1,101	88.2	4	2,876	443	31	......	4	18	11	6	34
Belmont Avenue	1,123	1,030	2,153	339	1,100	714	1,678	1,467	87.4	2	3,510	694	......	1	5	22	16	4	44
Lafayette	1,348	1,338	2,686	471	1,464	751	1,807	1,546	85.5	8	3,420	1,751	......	......	4	24	19	3	49
McKinley	1,418	1,428	2,846	630	1,374	842	2,317	2,095	90.4	41	7,990	1,606	13	1	7	34	19	6	66
Newton	1,149	1,029	2,178	448	1,103	627	1,709	1,497	87.5	5	5,877	2,715	20	1	5	22	16	2	47
Total	5,891	5,637	11,528	2,214	5,915	3,399	8,760	7,706	....	60	23,673	7,209	64	3	25	120	81	21	240
Elementary																			
Alexander Street	409	428	837	118	352	367	758	682	89.9	32	615	14	2	......	2	8	9	2	19
Avon Avenue	793	809	1,602	233	764	605	1,426	1,288	90.2	29	1,331	32	3	......	3	18	15	2	37
Bergen Street	881	854	1,735	207	819	709	1,501	1,344	89.5	43	2,033	25½	9	1	2	17	17	3	38
Berkeley	524	490	1,014	142	519	353	901	782	86.8	23	401	72	3	......	2	10	9	1	23
Bruce Street	185	199	384	147	237	....	282	237	84.1	....	488	14	......	......	2	5	......	......	7
Burnet	889	871	1,760	193	987	580	1,353	1,165	86.1	16	1,740	1.146	10	......	2	17	13	2	33
Camden Street	585	648	1,233	306	694	233	1,072	951	88.6	7	2,184	246	2	......	4	16	6	1	27
Carteret	699	631	1,330	215	620	495	1,206	1,089	89.6	35	737	81	......	......	3	15	12	2	31
Central Avenue	754	745	1,499	126	728	645	1,316	1.286	90.1	40	999	1,013	10	......	2	14	15	2	32
Charlton Street	850	830	1,680	372	770	538	1,460	1,295	88.6	....	1,306	84	......	......	6	18	13	1	39
Chestnut Street	496	498	994	114	543	337	776	657	84.6	8	1,218	268	......	......	2	11	8	1	21
Cleveland, Elem.	850	876	1,726	282	872	572	1,454	1,285	88.3	8	834	38	......	......	4	20	14	6	42
Dayton	33	39	72	....	72	....	58	50	86.4	....	128	....	......	......	......	2	......	......	2
Eliot	588	570	1,158	168	556	434	949	822	86.5	14	807	65	3	......	2	10	11	2	23
Elizabeth Avenue	174	162	336	104	232	....	261	225	86.	5	343	36	......	......	2	5	......	......	6
Fourteenth Avenue	740	646	1,386	225	602	559	1,212	1,084	89.4	26	901	51	1	......	3	12	12	1	28
Franklin	925	977	1,902	322	997	583	1,686	1,573	93.3	137	1,630	415	3	......	4	19	15	1	39
Garfield	671	678	1,349	190	677	482	1,163	1,015	87.2	17	898	172	4	......	2	15	11	2	29
Hamburg Place	866	871	1,737	313	953	471	1,540	1,353	87.8	24	2,450	863	......	......	4	19	12	2	36
Hawkins Street	418	413	831	151	457	223	672	612	90.9	21	789	....	2	......	2	10	5	1	17
Hawthorne	667	620	1,287	153	618	516	1,127	998	88.5	8	1,641	76	1	......	2	14	13	2	20
John Catlin	1,011	1,043	2,054	273	994	787	1,712	1,494	87.2	17	3,549	1,711	1	......	3	25	18	5	48
J. E. Haynes (Morton St.)	923	934	1,857	293	960	604	1,632	1,469	90.5	57	2,311	370	14	......	4	21	15	3	41
Lawrence Street	226	175	401	88	277	36	281	254	90.3	4	506	49	......	......	2	5	1	......	9
Lincoln	353	324	677	90	349	238	557	483	86.6	15	788	9	1	......	2	7	6	1	14
Madison, Elem.	692	647	1,339	183	776	380	1,149	980	85.3	22	1,723	49	2	......	2	18	10	4	35
Milford	696	670	1,366	232	659	475	1,231	1.092	88.7	11	1,531	141	2	1	3	14	12	2	30
Miller	860	785	1,645	154	735	756	1,389	1,231	88.6	8	2,084	122	4	......	2	15	17	3	24
Monmouth Street	649	595	1,244	226	649	369	1,066	945	88.6	7	1,721	79	5	......	3	14	9	1	26
Montgomery	524	541	1,065	217	495	353	900	789	87.6	2	1,820	190	2	......	3	10	9	2	23
Moses Bigelow (15th Ave.)	534	581	1,115	174	510	431	1,120	985	87.9	39	414	332	9	......	2	17	10	1	30
Ridge	381	367	748	104	353	291	649	575	88.5	12	587	14	......	......	2	7	7	1	16
Robert Treat, Elem.	1,146	1,047	2,193	313	1,289	591	1,893	1,667	88.1	38	1,677	94	9	1	4	29	15	5	53

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment							Average Attendance	Per cent. of attendance	No. who have not been absent or tardy during the year	Times tardy	Number of sessions truant	Number suspended or expelled during year	Number of classes				Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar	Average enrollment							Special	Kindergarten	Primary	Grammar	Males	Females
Roseville Avenue	253	271	524	92	343	89	431	361	83.9	2	677	24	1	......	2	8	2	......	12
South Street	586	526	1,112	239	696	177	892	792	88.7	5	3,385	214	2	......	3	14	4	1	22
South Eighth Street	697	745	1,442	168	650	624	1,217	459	92.4	20	806	6	......	......	2	5	6	1	13
South Market Street	313	270	583	104	243	236	497	1,099	90.3	9	1,093	32	2	......	2	14	16	1	33
South Tenth Street	504	517	1,021	144	457	420	923	845	91.5	54	965	330	1	......	2	10	11	2	23
Speedway	222	208	430	103	232	95	358	307	85.7	4	273	17	......	......	2	4	3	1	9
Summer Avenue	411	404	815	67	370	378	657	586	89.2	13	798	46	2	......	2	7	8	1	16
Summer Place	209	213	422	106	235	81	317	259	81.7	2	452	2	......	......	2	4	2	......	8
Sussex Avenue	562	530	1,092	163	505	424	951	808	85.	7	1,719	179	1	......	2	10	10	1	23
Walnut Street	153	146	299	152	147	....	349	289	83.	1	972	61	......	......	2	7	......	......	10
Warren Street	566	573	1,139	258	744	137	979	913	93.3	37	2,074	155	2	1	3	15	3	2	23
Washington Street	481	470	951	111	556	284	749	676	90.3	18	1,261	257½	2	......	2	10	9	2	20
Waverly Avenue	341	359	700	143	446	111	634	551	87.	15	267	34	2	......	2	11	3	1	16
Webster	693	667	1,360	223	775	362	1,141	1,049	91.9	55	1,571	128	5	1	3	15	10	2	30
West Side	1,071	1,071	2,142	261	1,253	628	1,781	1,590	89.2	11	621	143	3	......	4	23	16	6	44
Total	28,054	27,534	55,588	8,762	28,767	18,059	47,628	42,332	......	978	59,028	9,500	125	5	122	614	442	83	1,220
Total Elementary	33,945	33,171	67,116	10,976	34,682	21,458	56,756	50,343	88.5	1,038	82,701	16,709	189	8	147	734	523	104	1,460
Special																			
Boys' Vocational	216	......	216	......	......	216	163	155	94.7	7	249	27	......	8	......	......	......	9	1
Girls' Vocational	......	139	139	......	......	139	118	102	86.2	5	110	......	......	4	......	......	......	1	11
Co-operative	......	71	71	......	......	71	8	6	75.4	4	......	......	......	2	......	......	......	......	1
Continuation (part time)	41	......	41	......	......	41	24	22	90.9	5	......	......	......	1	......	......	......	1	......
Total Vocational	257	210	467	......	......	467	313	285		21	359	27	......	15	......	......	......	11	13

Ungraded No. 1	36	......	30	......	12	18	41	38	92.2	......	119	119	......	2	......	......	......	1	2
Ungraded No. 2	38	......	38		22	16	38	35	92.8	......	244	89	......	2	......	......	......	1	2
Academy Street Ungraded	14	......	14		7	7	16	15	93.5	......	25	172	......	1	......	......	......	......	1
Total Ungraded	82	......	82	......	41	41	95	88	......	......	388	380	......	5	......	......	......	2	5
Alyea Street Defective	36	18	54	......	......	......	71	55	78.3	......	1,172	24	......	5	......	......	......	......	5
Coe's Place Defective	79	29	108	......	......	......	116	97	84.1	......	45	......	......	8	......	......	......	......	9
Robert Treat Defective	24	28	52		......	......	45	38	83.8	......	305	207½	......	3	......	......	......	......	3
State Street Defective	71	29	100		......	......	110	94	85.0	......	906	488	......	8	......	......	......	......	9
Waverly Avenue Defective	9	3	12		......	......	28	25	89.0	......	92	28	......	2	......	......	......	......	2
Total Defective	219	107	326		......	......	370	309	......	......	2,520	747½	......	26	......	......	......	......	28
Camden Street Open Air	8	21	29	......	24	5	29	26	88.9	......	97	......	......	......	......	1	......	......	1
Carteret Open Air	15	18	33	......	20	13	29	28	95.2	......	......	......	......	......	......	1	......	......	1
Elizabeth Avenue Open Air	29	35	64		35	29	47	43	90.7	......	......	......	......	......	......	1	......	......	2
Garfield Open Air	12	16	28		21	7	26	23	86.5	......	23	13	1	......	......	1	......	......	1
John Catlin Open Air	7	12	19	......	17	2	29	25	88.1	1	30	......	......	......	......	1	......	......	1
J. E. Haynes (Morton) Open Air	11	18	29		12	17	29	25	87.3	......	52	......	......	......	......	1	......	......	1
Lafayette Open Air	16	19	35		26	9	30	27	93.1	......	......	......	......	......	......	1	......	......	1
Lawrence Street Open Air	13	14	27	......	27	......	30	28	94.3	......	23	......	......	......	......	1	......	......	1
McKinley Open Air	9	19	28		23	5	29	26	89.8	......	3	......	......	......		1	......	......	1
Milford Open Air	6	22	28	......	20	8	29	25	84.8	......	150	......	......	......	......	1	......	......	1
Montgomery Open Air	13	15	28	......	17	11	29	25	86.4	......	144	......	......	......		1	......	......	1
South Market Street Open Air	11	8	19	......	19	......	29	26	90.1	......	23	......	......		......	1	......	......	1
Total Open Air	150	217	367	......	261	106	365	327	......	1	545	13	1	......	......	12	......	......	13
Robert Treat Blind	8	2	10	......	......	......	9	7	84.2	......	52	......	......	1	......	......	......	......	1
Washington Street Blind	3	6	9		......	......	9	8	94.9	2	......	......	......	1	......	......	......	......	1
Total Blind	11	8	19	......	......	......	18	15	......	2	52	......	......	2	......	......	......	......	2
School for Deaf	42	42	84	......	......	......	79	69	87.8	1	119	37	......	10	......	......	......	......	11
Crippled Children	37	15	52	......	52	......	23	23	100.	......	......	......	......	1	......	......	......	......	1
Total Special	798	599	1,397	......	354	614	1,263	1,116	88.7	25	3,983	1,204½	1	59		12	..	13	73
Grand Total	38,014	37,208	75,222	10,976	35,036	23,143	64,224	57,211	88.96	1,322	97,223	18,079½	209	67	147	746	552	261	1,685

* Total for junior high school: figures for 7th, 8th, and 9th grades not kept separately.

SUMMER SCHOOLS, 1917

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment									Number of Classes				Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar	Average enrollment	Average attendance	Per cent. of attendance	Kindergarten	Primary	Grammar	Special Prom.	Males	Females
Avon Avenue	324	295	619	50	327	242	508	460	90.5	1	3	1	11	......	20
Bergen Street	411	351	762	48	333	381	658	596	90.	1	2	2	14	1	21
Bruce Street	158	141	299	56	191	52	212	194	91.1	1	4	1	......	1	8
Burnet	278	315	593	55	340	198	477	404	86.2	1	2	1	12	2	17
Camden Street	327	307	634	102	415	117	561	481	85.2	1	......	......	17	1	20
Central Avenue	377	358	735	122	347	266	542	475	87.8	1	6	2	9	2	20
Charlton Street	342	375	717	82	347	288	625	541	83.9	1	3	1	13	......	22
Cleveland	618	629	1,247	96	629	522	1,035	950	91.1	1	4	2	24	......	37
Eliot	274	286	560	54	276	230	443	403	90.7	1	4	1	8	1	16
Fifteenth Avenue	280	293	573	62	298	213	523	464	87.5	1	5	2	6	......	17
Fourteenth Avenue	373	357	730	83	370	277	617	577	93.5	1	7	3	7	2	20
Franklin	487	537	1,024	130	574	320	803	726	90.1	1	6	1	13	1	25
Hamburg Place	417	402	819	61	481	277	680	588	86.4	1	8	2	8	4	18
Hawkins Street	158	148	306	51	180	75	217	197	90.6	1	4	2	......	......	10
Hawthorne	249	273	522	42	219	261	451	385	85.	1	7	1	9	3	17
John Catlin	301	267	568	51	353	164	478	429	89.5	1	......	......	14	3	14

Madison	331	290	621	55	318	248	534	455	84.6	1	4	2	10	2	18
Milford	294	315	609	40	325	244	529	483	91.	1	4	1	13	3	19
Miller Street	246	268	514	32	268	214	431	380	87.1	1	4	1	8	1	15
Monmouth Street	378	446	824	67	397	360	653	580	88.7	1	......	......	18	3	20
Morton Street	426	477	903	67	432	404	713	638	89.3	1	7	1	12	1	24
Robert Treat	385	345	730	54	397	279	624	566	90.4	1	4	2	13	3	20
South Street	199	206	405	64	260	81	330	272	82.2	1	5	2	......	......	11
South Eighth Street	286	304	590	59	271	260	483	433	89.3	1	3	3	10	3	17
South Tenth Street	214	237	451	40	210	201	388	342	94.7	1	4	2	5	1	14
Sussex Avenue	278	286	564	48	277	239	408	368	90.	1	3	1	10	1	16
Warren Street	252	272	524	88	359	77	451	411	90.6	1	......	......	11	......	15
Washington Street	187	151	338	28	170	140	243	212	86.7	1	......	......	9	2	10
Webster	471	420	891	127	563	201	755	629	80.6	1	......	......	19	1	23
West Side	430	381	811	42	485	284	670	604	89.9	1	3	1	16	3	22
Total Elementary	9,751	9,732	19,483	1,956	10,412	7,115	16,042	14,243	88.2	30	106	38	319	45	546
Barringer High	438	479	917	....	....	....	844	792	93.8	......	......	......	......	31	12
Central High	216	335	551	....	....	....	508	484	95.3	......	......	......	......	23	8
Total High	654	814	1,468	....	....	....	1,352	1,276	94.4	......	......	......	......	54	20
Total for All Schools	10,405	10,546	20,951	1,956	10,412	7,115	17,394	15,519	88.7	30	106	38	319	99*	566*

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* Includes supervisors and special teachers.

SUMMER SCHOOLS, 1918

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment									Number of Classes				Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar	Average enrollment	Average attendance	Per cent. of attendance	Kindergarten	Primary	Grammar	Special Prom.	Males	Females
Alexander Street	330	294	624	50	293	281	566	526	93.1	1	2	......	16	1	20
Avon Avenue	334	320	654	60	291	303	522	471	90.	1	1	1	14	......	20
Bergen Street	356	339	695	35	320	340	571	518	90.4	1	2	1	14	1	21
Burnet	267	293	560	56	291	213	434	394	90.9	1	1	1	12	......	18
Camden Street	391	400	791	125	466	200	671	600	88.8	2	1	......	18	1	23
Carteret	215	204	419	66	203	150	332	172	89.6	1	......	......	9	......	13
Central Avenue	268	329	597	98	290	209	450	450	87.2	1	......	......	13	1	7
Charlton Street	386	399	785	70	429	286	680	609	87.8	1	2	1	17	1	24
Cleveland	461	461	922	57	554	311	754	700	92.5	1	2	1	26	......	33
Eliot	227	232	459	34	233	192	374	335	89.5	1	2	1	8	......	14
Fourteenth Avenue	318	287	605	58	330	217	520	480	91.9	1	6	3	6	2	17
Franklin	419	506	925	110	511	304	705	655	93.1	1	4	1	14	......	25
Hamburg Place	269	284	553	64	326	163	487	423	86.2	1	5	2	6	1	16
Hawkins Street	118	107	225	38	143	44	184	161	85.2	1	......	......	5	......	7
Hawthorne	236	251	487	29	245	213	425	381	87.1	1	......	......	14	2	15
John Catlin	248	244	492	48	291	153	434	403	92.7	1	......	......	13	2	14

J. E. Haynes (Morton St.)	356	380	736	61	373	302	589	533	90.2	1	9	......	7	3	19
Madison	273	228	501	40	279	182	411	359	87.	1	5	1	10	......	19
Milford	298	271	569	36	304	229	491	444	89.7	1	......	......	16	1	19
Miller Street	191	234	425	26	212	187	353	316	89.4	1	6	3	3	1	14
Monmouth Street	371	376	747	61	389	297	616	553	89.5	1	......	......	19	2	22
Moses Bigelow (15th Ave.)	247	273	520	63	281	176	471	404	85.	1	7	1	6	1	17
Robert Treat	334	336	670	61	416	193	567	519	90.9	1	......	......	21	2	23
South Street	122	148	270	56	179	35	179	153	84.6	1	......	......	5	1	7
South Eighth Street	259	337	596	56	301	239	467	429	92.	1	3	1	12	2	19
South Tenth Street	187	183	370	40	190	140	296	260	87.9	1	3	1	5	1	13
Sussex Avenue	209	239	448	39	227	182	340	304	89.4	1	2	......	9	1	13
Warren Street	288	333	621	104	439	78	532	491	92.3	2	......	......	16	1	20
Washington Street	168	153	321	40	166	115	241	213	86.	1	......	......	8	1	11
Webster	397	412	809	130	485	194	696	613	86.5	1	......	......	18	1	22
West Side	408	393	801	61	480	260	625	548	87.2	1	......	......	18	1	20
Total Elementary	8,951	9,246	18,197	1,872	9,937	6,388	14,983	13,417	89.5	33	63	19	378	31	555
Barringer High	250	259	509	......	......	......	479	450	93.9	......	......	......	......	15	15
Central High	325	383	708	......	......	......	652	618	94.8	......	......	......	......	23	12
Total Senior High	575	642	1,217	......	......	......	1,131	1,068	94.4	......	......	......	......	38	27
Cleveland Junior High	96	139	235	......	......	146	196	181	92.7	......	......	......	......	1	4
Madison Junior High	53	68	121	......	......	75	93	83	89.3	......	......	......	......	5	1
Robert Treat Junior High	85	66	151	......	......	100	139	126	91.	......	......	......	......	4	......
Total Junior High	234	273	507	......	......	321	428	390	91.4	......	......	......	......	10	5
Total for all schools	9,760	10,161	19,921	1,872	9,937	6,709	16,542	14,875	90.1	......	......	......	......	*92	*608

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* Includes supervisors and special teachers.

PLAYGROUNDS, 1917

TABLE SHOWING THE AVERAGE DAILY ATTENDANCE AND NUMBER OF TEACHERS EMPLOYED

PLAYGROUNDS	Average Daily Attendance				Average number of parents	Teachers	
	From 10 to 15 years of age		Under 10 years of age	Total			
	Males	Females				Males	Females
Avon Avenue	229	218	202	649	13	2	4
Bergen Street	126	136	189	451	8	3	4
Camden Street	126	114	161	401	7	2	5
Central Avenue	250	184	68	502	6	3	4
Fourteenth Avenue	147	147	222	516	9	2	4
Franklin	97	97	247	441	12	3	4
Hamburg Place	79	101	315	495	5	3	4
Hawkins Street	31	136	275	442	6	2	3
Milford	222	220	426	868	28	3	5
Miller Street	118	111	409	638	12	2	4
Monmouth Street	70	58	419	547	14	3	5
Montgomery	97	118	393	608	32	2	5
Newton	46	65	194	305	4	1	1
Robert Treat	185	178	188	551	4	2	5
South Street	50	58	170	278	3	2	3
South Eighth Street	76	83	147	306	4	2	3
Sussex Avenue	119	101	152	372	3	2	4
Washington Street	141	166	57	364	2	2	4
Webster	172	169	152	493	6	3	4
Total	2,381	2,460	4,386	9,227	178	*47	*76

* Includes supervisors and special teachers.

PLAYGROUNDS, 1918

TABLE SHOWING THE AVERAGE DAILY ATTENDANCE AND NUMBER OF TEACHERS EMPLOYED

PLAYGROUNDS	Average Daily Attendance				Average number of parents	Teachers	
	From 10 to 15 years of age		Under 10 years of age	Total			
	Males	Females				Males	Females
Avon Avenue	192	207	167	566	11	2	4
Bergen Street	106	104	226	436	3	3	4
Camden Street	134	124	218	476	8	3	4
Central Avenue	126	135	104	365	6	3	4
Fourteenth Avenue	155	156	216	527	8	2	4
Franklin	77	79	420	576	11	3	4
Miller Street	68	61	246	375	5	2	4
Hawkins Street	51	164	296	511	4	2	4
McKinley	139	94	180	413	20	1	1
Madison	109	134	203	446	16	3	3
Milford	190	176	268	634	27	3	5
Monmouth Street	117	148	426	691	5	3	5
Hamburg Place	51	91	265	407	1	3	4
Montgomery	109	162	423	694	17	2	4
Newton	52	72	205	329	6	1	1
Robert Treat	217	206	237	660	5	2	5
South Street	158	165	195	518	8	2	4
South Eighth Street	70	82	146	298	6	2	4
Sussex Avenue	143	98	131	372	2	2	4
Washington Street	151	152	98	401	4	2	4
Webster	115	116	297	528	6	3	5
Total	2,530	2,726	4,967	10,223	179	*53	*82

* Includes supervisors and special teachers.

EVENING SCHOOLS—1916-1917

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment							Teachers	
	Males	Females	Total	Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Males	Females
ELEMENTARY									
English Department									
Abington Avenue	116	83	199	106	93	87.4	5	6	1
Belmont Avenue	101	153	254	162	145	89.5	4	4	3
Bergen Street	57	97	154	74	58	78.5	3	....	4
Central Avenue	309	206	515	231	194	84.	6	2	7
Cleveland	380	244	624	322	276	85.6	11	10	5
Franklin	125	71	196	103	80	77.2	4	2	3
Hamburg Place	132	133	265	178	154	86.2	4	2	5
Lafayette	299	169	468	231	167	72.3	5	3	6
McKinley	267	143	410	231	168	72.7	5	4	5
Morton Street	110	106	216	129	104	80.5	5	....	6
Newton	230	143	373	220	190	86.1	5	3	5
Robert Treat	68	72	140	75	63	84.3	3	1	3
South Street	138	108	246	144	111	76.8	4	2	3
South Eighth Street	124	100	224	112	88	78.7	5	1	5
South Tenth Street	180	152	332	195	170	86.9	8	3	7
Washington Street	224	92	316	162	143	88.4	5	....	6
Total	2,860	2,072	4,932	2,675	2,204	82.3	82	43	74

Foreign Department									
Abington Avenue	36	1	37	19	16	81.3	1	....	1
Belmont Avenue	253	101	354	180	148	82.2	10	3	8
Bergen Street	16	8	24	14	10	74.1	1	....	1
Central Avenue	55	18	73	37	33	88.3	2	1	1
Cleveland	66	44	110	66	50	75.3	4	....	4
Franklin	81	41	122	63	52	82.1	4	1	3
Hamburg Place	70	18	88	56	46	81.8	3	....	3
Lafayette	276	15	291	152	136	69.8	6	3	3
McKinley	94	35	129	64	55	85.1	3	2	1
Morton Street	128	57	185	75	54	72.3	5	2	3
Newton	137	......	137	58	41	69.4	3	....	3
Robert Treat	99	27	126	81	70	85.9	3	....	3
South Street	63	2	65	39	25	64.9	2	....	2
South Eighth Street	24	6	30	21	18	83.8	1	....	1
South Tenth Street	68	40	108	67	54	80.7	3	....	3
Washington Street	40	8	48	40	39	97.3	2	....	2
Total	1,506	421	1,927	1,032	817	78.9	53	12	42
High									
Bergen Street	380	716	1,096	481	364	75.3	....	16	11
Central C. & M. T. High	1,089	857	1,946	986	792	80.3	....	35	20
East Side C. & M. T. High	559	379	938	475	384	80.9	....	19	12
Franklin	170	273	443	188	138	73.1	....	7	5
Morton Street	316	384	700	339	267	78.6	....	17	5
Robert Treat	436	514	950	408	351	86.3	....	20	7
Total	2,950	3,123	6,073	2,877	2,296	79.8	....	114	60
Gymnasiums									
Barringer High	123	129	252	57	43	76.	....	1	1
Madison	70	126	196	45	38	83.	....	1	1
Total	193	255	448	102	81	79.2	....	2	2

EVENING SCHOOLS—1916-1917—Continued

NAME OF SCHOOL	Enrollment							Teachers	
	Males	Females	Total	Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Males	Females
Vocational									
Boys' Vocational	236	....	236	137	124	90.5	....	9	....
Fawcett School of Industrial Arts	975	343	1,318	**757**	674	88.6	....	30	5
Total	1,211	343	1,554	894	798	88.8	....	39	5
Deaf	10	23	33	26	24	90.	....	....	5
SUMMARY									
Elementary									
English	2,860	2,072	4,932	2,675	2,204	82.3	82	43	74
Foreign	1,506	421	1,927	1,032	817	78.9	53	12	42
Total	4,366	2,493	6,859	3,707	3,021	81.2	135	55	116
High (including Regents)	2,950	3,123	6,073	2,877	2,296	79.8	...	114	60
Gymnasiums	193	255	448	102	81	79.2	...	2	2
Vocational	1,211	343	1,554	894	798	88.8	....	39	5
Deaf	10	23	33	26	24	90.	..	...	5
Grand Total	8,730	6,237	14,967	7,606	6,220	81.5	...	*223	*204

*Includes 29 supervisors and special teachers.

EVENING SCHOOLS—1917-1918

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment							Teachers	
	Males	Females	Total	Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Males	Females
ELEMENTARY									
English Department									
Abington Avenue	137	89	226	161	139	86.4	5	3	4
Belmont Avenue	139	159	298	203	173	85.1	3	3	4
Bergen Street	39	85	124	50	43	85.5	3	....	4
Central Avenue	267	183	450	193	149	77.4	4	3	3
Joseph E. Haynes (Morton Street)	147	137	284	127	313	78.6	8	7	5
Cleveland	412	364	776	398	40	81.6	2	....	2
East Side	26	47	73	49	64	78.8	3	2	4
Franklin	92	66	158	81	130	85.5	3	2	3
Hamburg Place	116	113	229	151	91	71.8	6	....	8
Lafayette	230	135	365	233	174	74.7	6	3	5
McKinley	201	132	333	231	171	74.	5	2	5
Newton	199	114	313	191	165	85.9	5	3	4
Robert Treat	74	70	144	84	74	88.3	4	1	5
South Street	122	67	189	153	120	78.5	4	2	3
South Eighth Street	98	118	216	116	94	81.1	4	2	3
South Tenth Street	165	119	284	194	168	86.5	7	3	6
Washington Street	199	78	277	178	152	85.4	5	....	6
Total	2,663	2,076	4,739	2,793	2,260	80.9	77	36	74

EVENING SCHOOLS—1917-1918—Continued

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Teachers	
	Males	Females	Total					Males	Females
Foreign Department									
Abington Avenue	20	9	29	15	12	79.2	1	....	1
Belmont Avenue	147	98	245	147	127	86.5	7	2	5
Bergen Street	11	24	35	14	12	80.5	1	....	1
Central Avenue	41	17	58	37	28	76.6	2	....	2
Cleveland	31	21	52	38	29	76.6	2	....	2
East Side	41	7	48	36	24	66.9	1	....	1
Franklin	53	23	76	31	23	75.	2	....	2
Hamburg Place	48	12	60	57	47	82.7	2	1	1
Joseph E. Haynes (Morton Street)	60	34	94	37	29	77.4	3	2	1
Lafayette	181	15	196	128	97	75.4	5	1	4
McKinley	83	.....	83	64	56	86.5	3	2	1
Newton	61	.....	61	36	26	73.	1	1	....
Robert Treat	64	23	87	54	45	83.	3	1	2
South Street	44	1	45	33	24	71.7	2	....	2
South Eighth Street	15	11	26	19	18	92.6	1	....	1
South Tenth Street	55	34	89	68	59	87.2	3	....	3
Washington Street	51	4	55	39	34	87.6	1	....	1
Total	1,006	333	1,339	853	690	80.9	40	10	30
High									
Bergen Street	400	642	1,042	404	320	79.2	....	18	10
Central C. & M. T. High	1,104	1,006	2,110	991	805	81.2	....	40	21
East Side C. & M. T. High	485	380	865	468	385	82.2	..	20	12

Franklin	170	264	434	181	131	72.3	....	6	7
Joseph E. Haynes (Morton Street)	307	358	665	295	223	75.5	....	15	4
Robert Treat	380	579	959	370	315	85.1	....	18	6
Total	2,846	3,229	6,075	2,709	2,179	80.4	....	117	60
Gymnasiums									
Barringer High	140	74	214	62	47	76.9	....	1	1
Madison	70	117	187	50	39	78.6	....	2	....
Total	210	191	401	112	86	76.7	....	3	1
Vocational									
Boys' Vocational	243	....	243	114	104	91.4	....	9	....
Fawcett School of Industrial Arts	971	276	1,247	639	556	87.3	....	32	5
Total	1,214	276	1,490	753	660	87.6	....	41	5
School for Deaf	7	23	30	24	20	84.8	....	....	4
Americanization Classes									
Council of Jewish Women	......	33	33	33	22	65.8	1	....	1
Maas & Waldstein Factory	64	......	64	16	11	70.5	1	1	....
Total	64	33	97	49	33	65.3	2	1	1
SUMMARY									
Elementary English	2,663	2,076	4,739	2,793	2,260	80.9	77	36	74
Elementary Foreign	1,006	333	1,339	853	690	80.9	40	10	30
Total Elementary	3,669	2,409	6,078	3,646	2,950	80.9	117	46	104
High Schools (including Regents)	2,846	3,229	6,075	2,709	2,179	80.4	....	117	60
Gymnasiums	210	191	401	112	86	76.7	....	3	1
Vocational	1,214	276	1,490	753	660	87.6	....	41	5
Deaf	7	23	30	24	20	84.8		....	4
Americanization Classes	64	33	97	49	33	65.3	....	1	1
Grand Total	8,010	6,161	14,171	7,293	5,928	81.2	...	*223	*189

* Includes supervisors and special teachers.

Table I (1917)—Inventories by Subjects, Elementary and Evening Schools

	Elementary Day Schools							Evening Schools		
	No. of Books 1917	Increase	Per cent. Increase	Books Lost	Books Found	Net Loss	Per cent. of Net Loss	No. of Books	Books Lost	Per cent. Books Lost
Reading, 1st Grade	45,501	2,044	.047	1,514	341	1,173	.026	337	2	.003
" 2nd "	50,132	691	.013	1,238	338	900	.018	902	34	.025
" 3rd "	48,836	1,766	.037	884	421	463	.009	1,024	31	.027
" 4th "	52,364	1,329	.026	873	143	730	.014	1,349	18	.008
" 5th "	58,217	1,967	.034	964	284	680	.012	2,084	23	.010
" 6th "	30,108	1,011	.034	401	121	280	.009	1,226	20	.015
" 7th "	25,353	1,046	.043	314	42	272	.009	716	31	.041
" 8th "	17,715	740	.043	226	51	175	.010	459	15	.039
Civics	5,405	11	.002	42	8	34	.006	445	9	.017
Cooking	485	* 94	*.162	14	......	14	.024	25	......	......
Drawing	14,310	* 329	*.022	154	66	88	.006	......	......	......
Geography	43,857	1,443	.034	951	288	663	.015	735	20	.026
History	45,220	2,919	.069	1,427	196	231	.005	1,754	136	.079
Language	26,850	691	.026	476	113	363	.013	802	14	.018
Mathematics	53,525	2,451	.047	1,026	346	680	.013	1,333	51	.032
Music	98,240	8,445	.093	1,946	720	1,226	.013	218	2	.009
Physiology and Hygiene	9,982	* 376	*.036	106	31	75	.007	165	1	.006
Science	1,281	30	.023	9	1	8	.006	......	......	......
Spelling	35,674	*1,362	*.036	899	323	576	.015	1,230	31	.025
Miscellaneous	14,431	1,448	.111	238	28	210	.016	......	......	......
Teach. Use	10,360	936	.099	202	96	106	.011	9	......	......
Circulating	3,343	131	......	......	......	......	......	......	......	......
Special Books	298	298	......	......	......	......	......	......	......	......
Total elementary	692,187	27,236	.040	13,904	3,957	9,947	.015	14,813	438	.026
High School	89,333	*1,801	*.019	7,845	497	7,348	.080	......	......	......
Evening School (special)	......	......	......	......	......	......	......	†6,214	† 169	†.027
Evening High	......	......	......	......	......	......	......	‡4,158	‡ 589	‡.130
Total	781,520	25,435	.033	21,749	4,454	17,295	.022	25,185	1,196	.043

* Decrease. † Including class in speech-reading for deaf. ‡ Including Fawcett School.

Table I (1918)—Inventories by Subjects, Elementary and Evening Schools

	Elementary Day Schools							Evening Schools		
	No. of Books 1918	Increase	Per cent. Increase	Books Lost	Books Found	Net Loss	Per cent. of Net Loss	No. of Books	Books Lost	Per cent. Books Lost
Reading, 1st Grade	47,788	2,287	.050	2,138	344	1,794	.037	205	19	.092
" 2nd "	51,722	1,590	.032	1,514	445	1,069	.020	807	13	.016
" 3rd "	48,007	* 829	*.017	1,207	346	861	.017	984	4	.004
" 4th "	51,695	* 669	*.013	866	504	362	.007	1,276	10	.007
" 5th "	60,600	2,383	.041	1,286	245	1,041	.017	2,006	40	.019
" 6th "	30,507	399	.013	674	154	520	.017	1,330	17	.012
" 7th "	26,186	833	.033	360	144	216	.008	739	28	.037
" 8th "	17,920	205	.012	246	71	175	.009	422	6	.014
Civics	5,334	* 71	*.013	64	11	53	.009	503	5	.009
Cooking	583	98	.202	15	2	13	.002	51	3	.058
Drawing	13,788	* 522	*.036	108	67	41	.002			
Geography	44,851	994	.023	1,241	268	973	.021	708	20	.028
History	46,467	1,247	.028	2,175	251	1,924	.041	1,718	102	.059
Language	27,323	473	.018	624	166	458	.016	880	11	.012
Mathematics	54,671	1,146	.021	1,221	202	1,019	.018	1,261	30	.023
Music	105,944	7,004	.071	1,939	618	1.321	.012	218		
Penmanship	12,697	12,697		44	2	42	.003			
Physiology and Hygiene	10,340	358	.036	134	69	65	.006	132		
Science	1,280	* 1	*.001	8	1	7	.005			
Spelling	34,611	*1,063	*.030	1,158	216	942	.027	1,177	51	.043
Miscellaneous	15,594	1,163	.081	410	76	334	.021			
Teachers' Use	11,346	986	.095	323	119	204	.017	9		
Special	325	27	.091	2		2	.006			
Circulating	3,382	39								
Total elementary	722,961	30,774	.044	17,757	4,321	13,436	.018	14,426	359	.024
High school	96,413	7,080	.079	3,748	1,204	2,544	.026			
Evening school (Special)								†6,235	† 194	†.081
Evening high								‡4,603	‡ 639	‡.133
Total	819,374	37,854	.048	21,505	5,525	15,980	.019	25,264	1,192	.047

* Decrease. † Including class in speech-reading for deaf. ‡ Including Fawcett School.

Table II (1917)—Inventories by Schools, High and Elementary Schools

SCHOOL	Average Enrollment 1917	Total No. of Books 1917	Increase over 1916	Books per Pupil 1917	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Not Used During Year	Amount Appropriation Unexpended	Books Destroyed on Account Contagious Disease	Books Lost and Paid For
High												
Barringer High	1,407	24,872	562	17.67	470	56	414	.017	3,466	....	†	360
Central High	1,858	29,542	*3,302	15.89	6,369	329	6,040	.183	....	....	†	†
East Side High	637	14,105	* 115	22.14	569	....	569	.040	925	....	28	86
South Side High	1,226	20,814	1,054	16.97	437	112	325	.016	1,425	....	19	204
Total High	5,129	89,333	*1,801	17.41	7,845	497	7,348	.080	5,816	....	47	650
Elementary												
Abington Avenue	1,137	11,661	790	10.25	1,062	639	423	.038	225	‡$ 45.62	†	†
Alexander Street	939	11,732	594	12.49	136	9	127	.011	50	8.51	9	6
Avon Avenue	1,444	16,934	640	11.72	467	155	312	.019	....	160.61	12	†
Belmont Avenue	1,566	22,208	927	14.18	339	66	273	.012	....	‡ 153.97	7	5
Bergen Street	1,472	14,838	212	10.08	165	....	165	.011	....	464.01	90	†
Berkeley	843	9,324	491	11.06	64	2	62	.007	....	3.30	†	†
§Bruce Street	700	9,186	* 137	13.12	254	196	58	.006	134	58.47	†	†
Burnet	1,286	18,853	* 58	14.66	311	4	307	.016	....	127.47	†	8
§Camden Street	1,089	13,301	* 204	12.21	204	54	150	.011	76	36.15	2	5
Carteret	1,154	11,841	1,119	10.26	326	....	326	.030	....	‡ 6.95	22	†
Central Aveenue	1,268	15,342	408	12.09	434	155	279	.018	83	38.76	†	12
Charlton Street	1,443	18,689	* 185	12.95	417	3	414	.021	442	67.35	†	40
Chestnut Street	725	10,885	457	15.01	139	24	115	.011	....	112.26	6	23
Cleveland	2,101	21,254	4,659	10.11	327	....	327	.019	....	65.80	†	†
§Dayton	59	1,028	73	17.42	5	2	3	.003	72	43.66	†	†
Eliot	919	11,807	30	12.84	23	6	17	.001	....	126.64	2	6
§Elizabeth Avenue	253	2,210	270	8.73	58	133	** 75	**.038	....	33.64	6	2

Fourteenth Avenue	1,185	13,435	204	11.33	475	173	302	.022	....	71.19	†	†
Franklin and Crippled Home	1,669	25,876	1,760	15.50	513	....	513	.021	....	221.96	†	†
Garfield	1,112	14,903	463	13.40	141	20	111	.007	....	44.08	11	20
Hamburg Place	1,614	21,310	1,134	13.20	420	283	137	.006	1,190	75.60	†	†
§Hawkins Street	639	6,072	394	9.50	151	31	120	.021	....	143.01	†	†
Hawthorne	1,117	12,302	207	11.01	134	24	110	.009	318	26.50	17	†
John Catlin	1,259	12,832	* 72	10.19	317	58	259	.020	467	‡ 2.74	†	†
Joseph E. Haynes	1,618	25,755	1,140	15.91	426	161	265	.010	....	7.31	61	11
Lafayette	1,736	19,987	2,843	11.51	629	61	568	.033	....	‡ 288.22	†	2
§Lawrence Street	345	3,851	66	11.16	66	3	63	.016	330	‡ 25.59	†	†
Lincoln	569	7,779	861	13.67	167	52	115	.016	385	102.48	3	†
Madison	1,428	14,392	265	10.07	196	....	196	.013	267	219.55	10	15
McKinley	2,014	18,176	2,013	9.02	541	55	486	.030	553	‡ 453.50	10	15
Milford	1,125	19,332	77	17.18	262	21	241	.012	39	113.17	†	†
Miller Street	1,290	17,141	518	13.28	404	184	220	.013	....	163.19	†	†
Monmouth Street	1,050	14,457	829	13.76	181	210	** 29	** .002	335	1.61	5	7
Montgomery	949	11,392	1,004	12.00	74	33	41	.003	193	1.85	5	4
Moses Bigelow	1,070	14,048	* 276	13.12	232	1	231	.016	....	163.38	34	1
Newton	1,667	18,635	388	11.17	570	180	390	.021	197	4.90	†	5
Ridge	589	7,368	430	12.50	53	3	50	.007	196	1.80	9	4
Robert Treat	2,045	21,806	1,921	10.66	281	13	268	.013	....	‡ .54	†	†
§Roseville Avenue	422	6,556	56	15.53	65	39	26	.004	57	19.02	8	10
§South Street	923	7,510	* 240	8.13	407	98	309	.039	....	207.75	1	†
South Eighth Street	1,185	16,610	67	14.01	244	....	244	.014	268	28.05	25	†
South Market Street	949	12,926	614	13.62	125	....	125	.010	62	12.12	3	3
South Tenth Street and Blum Street	984	17,002	1,040	17.27	410	372	38	.002	443	‡ 6.03	5	1
Summer Avenue	652	9,769	22	14.98	71	4	67	.006	....	196.01	10	5
§Summer Place	294	4,398	* 33	14.95	13	....	13	.002	153	18.57	4	3
Sussex Avenue	895	12,490	309	13.95	183	130	53	.004	540	‡ 17.46	22	3
§Walnut Street	286	2,095	* 439	7.32	33	16	17	.006	....	10.60	†	†
§Warren Street	885	7,051	381	7.96	59	15	44	.006	51	264.37	2	13
Washington Street	729	12,308	* 55	16.88	335	92	243	.019	85	32.52	†	7
§Waverly Aveune	518	6,619	*3,636	12.77	165	46	119	.011	481	93.00	4	8
Webster	1,257	10,829	787	8.61	497	65	432	.043	619	‡ 102.73	2	†
West Side	1,849	15,417	1,784	8.33	206	12	194	.014	....	423.49	†	†
Special	736	5,322	193	7.23	127	44	83	.016	24	....	....	....
Total Elementary	57,052	688,844	27,105	12.07	13,904	3,957	9,947	.015	8,335	$2,910.36	407	244
Circulating	....	3,343	131	....	....	....	....	....	....	....	....	....
Total Elementary	57,052	692,187	27,236	12.13	13,904	3,957	9,947	.015	8,335	$2,910.36	407	244
Total High	5,129	89,333	*1,801	17.41	7,845	497	7,348	.080	5,816	....	47	650
Grand Total	62,181	781,520	25,435	12.56	21,749	4,454	17,295	.022	14,151	$2,910.36	454	894

§ Primary schools having no grade above 6th.. * Decrease. ** Gain. ‡ Exceeded appropriation. † Included in "Books Lost."

Table II (1918)—Inventories by Schools, High and Elementary Schools

SCHOOL	Average Enrollment 1918	Total No. of Books 1918	Increase over 1917	Books per Pupil 1913	Books Lost	Books Found	Net Loss	Per Cent. Net Loss	Not Used During Year	Expended in Excess of Appropriation	Books Destroyed on Acct. Contagious Diseases	Books Lost and Paid For
High												
Barringer	1,309	23,157	*1,715	17.69	641	17	624	.026	2,310	‡$ 656.73	5	301
¶Central	1,781	32,994	3,452	18.52	2,078	1,112	966	.029	121	‡3,489.19	260	1,818
East Side	583	14,581	476	25.01	360	....	360	.024	1,067	191.86	15	135
South Side	1,112	20,916	102	18.80	506	75	431	.020	1,265	‡1,041.74	37	157
Total High	4,785	91,648	2,315	19.15	3,585	1,204	2,381	.025	4,763	‡$4,995.80	317	2,411
Junior High (9th Grade)												
Cleveland	173	1,693	1,693	9.78	93	....	93	.054	....	‖...............	8	5
Madison	74	1,305	1,305	17.63	18	....	18	.013	....	‖...............	.....	.....
Robert Treat	121	1,767	1,767	14.60	52	....	52	.029	....	‖...............	.....	.....
Total Junior High	368	4,765	4,765	12.94	163	....	163	.034	....	‖...............	8	5
Elementary												
Abington Avenue	1,249	11,891	230	9.52	1,141	315	826	.069	334	$ 137.44	†	†
Alexander Street	758	12,499	767	16.48	159	141	18	.0014	618	173.20	8	2
Avon Avenue	1,426	18,567	1,633	13.02	364	160	204	.0109	....	345.50	†	†
Belmont Avenue	1,678	24,229	2,021	14.43	318	54	264	.0104	....	179.09	9	3
Bergen Street	1,501	15,620	782	10.40	426	....	426	.026	12	111.21	316	2
Berkeley	901	9,414	90	10.44	154	8	146	.014	....	‡ 232.65	3	†
§Bruce Street	282	1,855	*7,331	6.57	171	213	** 42	**.022	642	‡ 32.57	†	†
Burnet	1,353	19,818	965	14.58	295	70	225	.011	528	377.55	1	8
§Camden Street	1,101	13,764	463	12.41	225	14	211	.015	94	282.61	16	8
Carteret	1,235	12,833	992	10.43	236	....	236	.018	60	656.86	†	†
Central Avenue	1,316	15,709	367	11.95	487	103	384	.024	104	370.23	†	10
Charlton Street	1,460	18,518	* 171	12.62	369	....	369	.019	190	316.61	†	†
Chestnut Street	776	10,953	68	14.02	244	94	150	.014	....	‡ 171.05	13	7
Cleveland	1,866	22,989	1,735	12.32	718	....	718	.031	....	‡1,149.09	30	†

§Dayton	58	1,108	80	19.10	6	1	5	.004		81.36	3	2
Eliot	949	12,323	516	12.98	53	56	** 3	**.0002		240.32	†	5
§Elizabeth Avenue	261	2,232	22	8.58	69	12	57	.026	17	‡ 64.93	†	†
Fourteenth Avenue	1,212	14,004	569	11.60	406	73	333	.023		136.37	†	†
Franklin and Crippeld Home	1,709	27,157	1,281	15.85	230	41	189	.007	1,239	‡ 129.97	†	†
Garfield	1,189	15,558	655	13.06	336	54	282	.018		624.45	14	27
Hamilton	1,389	17,940	799	12.95	297	258	39	.002		265.51	†	†
Hawkins Street	672	7,454	1,382	11.15	77	11	66	.009	63	150.25	†	†
Hawthorne	1,127	13,130	828	11.61	150	3	147	.011	214	481.89	†	†
John Catlin	1,741	17,078	4,246	9.82	998	103	895	.052	673	537.82	†	†
Joseph E. Haynes	1,661	25,545	* 210	15.29	453	367	86	.003		447.82	23	24
Lafayette	1,837	22,237	2,250	12.16	689	105	584	.026	727	557.42	†	4
§Lawrence Street	311	3,839	* 12	12.40	67	27	40	.0104	181	368.16	†	2
Lincoln	557	8,515	736	15.25	132	91	41	.004		33.43	†	1
Madison	1,428	15,366	974	10.75	360	23	337	.021	234	‡ 889.34	10	15
McKinley	2,346	18,997	821	8.12	1,489	61	1,428	.074	501	1.15	†	40
Milford	1,260	20,172	840	16.52	610	91	519	.026	126	713.68	†	†
Monmouth Street	1,066	14,717	260	13.78	279	42	237	.016	479	151.73	†	6
Monteith	1,540	21,532	222	14.12	465	81	384	.017		40.10	†	†
Montgomery	929	11,883	491	12.86	112	63	49	.004	300	98.55	1	1
Moses Bigelow	1,120	14,773	725	13.20	190	64	126	.008		‡ 1.04	29	70
Newton	1,709	19,431	796	11.42	475	267	208	.0106	536	310.92	†	†
Ridge	649	8,038	670	12.42	109	3	106	.013		113.14	10	5
Robert Treat	2,309	21,519	* 287	9.32	1,153	5	1,148	.053	465	‡ 630.14	†	†
§Roseville Avenue	431	6,984	428	16.18	98	100	** 2	**.0002	312	‡ 40.21	10	1
§South Street	892	6,592	* 918	7.27	445	342	103	.015		‡ 381.82	†	†
South Eighth Street	1,217	16,891	281	13.96	167		167	.009	705	‡ 108.47	26	†
South Market Street	526	10,299	*2,627	19.60	132		132	.012	342	‡ 99.95	†	†
South Tenth Street	923	18,112	1,110	19.85	198	108	90	.005	104	430.68	21	6
§Speedway	358	6,061	6,061	16.94	350	91	259	.042	585	290.67	†	†
Summer Avenue	657	10,448	679	16.02	115		115	.011	40	15.09	13	15
§Summer Place	317	4,389	* 9	13.80	16		16	.003		31.24	9	†
Sussex Avenue	951	12,659	169	13.28	392	68	324	.025	998	219.37	113	14
§Walnut Street	349	2,043	* 52	5.84	28	48	** 20	**.001	99	1.78	†	†
§Warren Street	979	6,920	* 131	7.06	55	13	42	.006	30	‡ 250.35	1	2
Washington Street	758	12,213	* 95	16.21	291	66	225	.018		371.63	12	†
§Waverly Aveune	662	7,707	1,088	11.65	191	139	52	.007	194	586.17	30	5
Webster	1,141	10,990	161	9.61	499	224	275	.024	319	450.40	†	3
West Side	1,781	18,509	3,092	10.42	156	3	153	.008		‡ 668.58	†	†
Special	799	5,555	233	6.94	112	45	67	.013		304.13	†	†
Total Elementary	58,671	719,579	30,735	12.26	17,757	4,321	13,436	.018	12,065	$6,155.37	821	288
Circulating		3,382	39									
Total Elementary	58,671	722,961	30,774	12.32	17,757	4,321	13,436	.018	12,065	$6,155.37	821	288
Total High	5,153	96,413	7,080	18.70	3,748	1,204	2,544	.026	4,763	‡4,995.80	325	2,416
Grand Total	63,824	819,374	37,854	12.83	21,505	5,525	15,980	.019	16,828	$1,159.57	1,146	2,704

¶ Includes books used in evening school. ‖ Included in elementary. § Primary schools having no grade above sixth. * Decrease. ** Gain.
‡ Balance unexpended. † No report.

Table III (1917)—Inventories by Schools, Evening Schools

	Average enrollment, 1917	Total No. of Books, 1917	Increase over 1916	Books Lost	Books Found	Net Loss	Per cent. Net Loss	Books per Pupil
Fawcett School	757	577	* 17	274	......	274	.461	.76
High								
Bergen Street	481	854	114	65	......	65	.087	1.77
East Side	475	510	* 377	98	......	98	.110	1.07
Franklin	188	195	21	11	......	11	.063	1.03
Joseph E. Haynes	339	844	32	46	13	33	.040	2.48
Robert Treat	408	1,178	* 128	95	35	60	.045	2.88
Total High	1,891	3,581	* 338	315	48	267	.068	1.89
Elementary								
Abington Avenue	125	531	155	18	3	15	.039	4.24
Belmont Avenue	342	2,500	* 65	126	61	65	.025	7.30
Bergen Street	88	458	39	1	......	1	.002	5.20
Central Avenue	268	1,431	5	59	18	41	.028	5.33
Cleveland	388	772	* 125	11	......	11	.012	1.98
Franklin	166	2,446	* 23	23	......	23	.009	14.73
Hamburg Place	234	452	* 43	43	......	43	.086	1.93
Joseph E. Haynes	204	2,571	*1,117	50	59	† 9	†.002	12.60
Lafayette	383	1,152	* 237	56	......	56	.040	3.00
McKinley	295	882	* 279	74	27	47	.040	2.98
Newton	278	1,044	* 98	26	3	23	.020	3.75
Robert Treat	156	846	215	40	17	23	.036	5.42
South Street	183	455	* 69	23	3	20	.038	2.48
South Eighth Street	133	1,221	* 125	19	......	19	.014	9.18
South Tenth Street	262	2,750	* 31	11	......	11	.003	10.49
Washington Street	202	1,469	* 50	27	7	20	.013	7.27
Class in speech-reading for deaf	26	47	22	....	......	......	....	1.80
Total Elementary	3,733	21,027	*1,826	607	198	409	.017	5.63
Fawcett School	757	577	* 17	274	......	274	.461	.76
Total High	1,891	3.581	* 338	315	48	267	.068	1.89
Total Elementary	3,733	21,027	*1,826	607	198	409	.017	5.63
Grand Total	6 381	25,185	*2,181	1.196	246	950	.034	3.94

* Decrease. † Gain.

Table III (1918)—Inventories by Schools, Evening Schools

	Average enrollment, 1918	Total No. of Books, 1918	Increase over 1917	Books Lost	Books Found	Net Loss	Per cent. Net Loss	Books per Pupil
Fawcett School	639	514	* 63	217	1	216	.420	.80
‡ High								
Bergen Street	404	1,071	227	84	11	73	.068	2.65
East Side	553	585	75	35	......	35	.059	1.06
Franklin	181	231	36	14	......	14	.060	1.28
Jos. E. Haynes	295	891	47	119	3	116	.130	3.02
Robert Treat	370	1,311	133	170	......	170	.129	3.54
Total High	1,803	4,089	508	422	14	408	.099	2.27
Elementary								
Abington Avenue	176	501	* 30	25	1	24	.047	2.85
Belmont Avenue	350	2,488	* 12	12	......	12	.004	7.11
Bergen Street	64	444	* 14	14	......	14	.031	6.94
Central Avenue	230	1,422	* 9	14	5	9	.006	6.18
Cleveland	436	744	* 28	28	......	28	.037	1.71
Franklin	112	2,462	16	9	......	9	.003	21.98
Jos. E. Haynes	164	2,470	* 101	210	20	190	.076	15.06
Lafayette	361	1,255	103	....	5	† 5	†.003	3.48
McKinley	295	900	18	27	......	27	.030	3.05
Monteith	208	436	* 16	16	......	16	.036	2.10
Newton	227	1,132	88	18	1	17	.015	4.99
Robert Treat	138	538	* 308	23	......	23	.042	3.89
South Street	186	365	* 90	84	......	84	.230	1.96
South Eighth Street	135	1,205	* 16	16	......	16	.013	9.07
South Tenth Street	262	2,799	49	41	42	† 1	†.0003	10.68
Washington Street	217	1,453	* 16	16	......	16	.011	6.69
Class in lip-reading for deaf	24	47	....	....	1	† 1	†.021	1.95
Total Elementary	3,585	20,661	* 366	553	75	478	.023	5.76
Fawcett School	639	514	* 63	217	1	26	.420	.80
Total High	1,803	4,089	508	422	14	408	.099	2.27
Total Elementary	3,585	20,661	* 366	553	75	478	.023	5.76
Grand Total	6,027	25,264	79	1,192	90	1,102	.043	4.19

* Decrease. † Gain.

‡ Central High uses books of day school and does not keep a separate evening school inventory.

Table IV (1917)—Inventories by Subjects, High Schools

SUBJECT	Greatest No. of Pupils Taking Subject	No. of Books, 1917	Increase	Per cent. Increase, Books	Per cent. Increase, Pupils	Books per Pupil
Commercial	2,861	6,493	*4,337	*.400	.155	2.26
English	5,537	30,701	381	.012	.091	5.54
French	597	4,308	388	.098	.081	7.21
German	2,080	11,111	* 478	*.041	.040	5.34
Greek	6	122	* 4	*.031	2.000	20.33
Latin	2,179	7,163	95	.013	.036	3.28
Mathematics	4,203	8,506	1,288	.178	.059	2.02
Science	2,535	8,374	163	.019	.019	3.30
History, Civics and Economics	2,129	4,743	* 107	*.022	.095	2.22
Spanish	251	570	203	.553	.619	2.27
Music	....	3,590	*1,014	*.220	....	....
Miscellaneous	....	3,234	1,010	.454	....	....
Total or average		88,915	*2,412	*.026		†3.66

* Decrease. † Excluding music and miscellaneous.

Table IV (1918)—Inventories by Subjects, High Schools

SUBJECT	Greatest No. of Pupils Taking Subject		No. of Books		Increase	Per cent. Increase		Books per Pupil per Subject	
	1918	1917	1918	1917		Books	Pupils	1918	1917
Commercial	2,727	2,861	6,686	6,493	193	.029	*.046	2.45	2.26
English	4,866	5,537	31,112	30,701	411	.013	*.121	6.39	5.54
French	698	597	4,613	4,308	305	.070	.169	6.60	7.21
German	1,210	2,080	11,350	11,111	239	.021	*.418	9.38	5.34
Greek	2	6	122	122	....	....	*.666	61.00	20.33
Latin	2,010	2,179	6,440	7,163	* 723	*.100	*.077	3.20	3.28
Mathematics	3,770	4,203	8,237	8,506	* 269	*.031	*.103	2.18	2.02
Science	2,023	2,535	7,946	8,374	* 428	*.051	*.201	3.92	3.30
History, Civics and Economics	2,299	2,129	5,151	4,743	408	.086	.079	2.24	2.22
Spanish	524	251	1,170	570	600	1.052	1,087	2.23	2.27
Music	....	....	3,524	3,590	* 66	*.018	....	....	....
Miscellaneous	....	....	3,592	3,234	358	.110	....	....	....
Totals	20,129	22,378	89,943	88,915	1,028	.011	*†.100	†4.46	†3.66

* Decrease. † Excluding music and miscellaneous.

* JUNIOR HIGH

SUBJECT	Greatest No. of Pupils Taking Subject	No. of Books	Books per Pupil per Subject
Commercial	323	791	2.44
English	520	1,429	2.74
German	220	466	2.02
Latin	287	466	1.62
Mathematics	487	896	1.83
Science	306	219	.71
History, Civics and Economics	49	60	1.22
Spanish	188	389	2.06
Miscellaneous	......	49	......
Totals	2,380	4,765	† 2.00

* Including only such books as are by tradition high school books, whether used in the eighth or ninth grades.
† Excluding music and miscellaneous.

Table V (1917)—Books Per Pupil According to Size of Schools

SCHOOL	Enrollment	Number of Books	Books per Pupil	
			1917	1916
GRAMMAR ENROLLMENT				
2000 and above—				
Cleveland	2,101	21,254	10.11	8.75
McKinley	2,014	18,176	9.02	7.90
Robert Treat	2,045	21,806	10.66	10.06
Total	6,160	61,236	9.94	7.90
1500–2000—				
Belmont Avenue	1,566	22,208	14.18	11.78
Franklin and Crippled Home	1,669	25,876	15.50	15.40
Hamburg Place	1,614	21,310	13.20	12.70
Joseph E. Haynes	1,618	25,755	15.91	15.17
Lafayette	1,736	19,987	11.51	9.17
Newton	1,667	18,635	11.17	9.69
West Side	1,849	15,417	8.33	7.56
Total	11,719	149,188	12.73	10.82
1000–1500—				
Abington Avenue	1,137	11,661	10.25	9.06
Avon Avenue	1,444	16,934	11.72	10.49
Bergen Street	1,472	14,838	10.08	9.57
Burnet	1,286	18,853	14.66	14.22
Carteret	1,154	11,841	10.26	14.43
Central Avenue	1,268	15,342	12.09	11.93
Charlton Street	1,443	18,689	12.95	12.60
Fourteenth Avenue	1,185	13,435	11.33	11.24
Garfield	1,112	14,903	13.40	14.33
Hawthorne	1,117	12,302	11.01	10.55
John Catlin	1,259	12,832	10.19	10.20
Madison	1,428	14,392	10.07	9.55
Milford	1,125	19,332	17.18	19.72
Miller Street	1,290	17,141	13.28	13.25
Monmouth Street	1,050	14,457	13.76	12.47
Moses Bigelow	1,070	14,048	13.12	11.04
South Eighth Street	1,185	16,610	14.01	13.34
Webster	1,257	10,829	8.61	8.97
Total	22,282	268,439	12.04	11.81

Table V (1917)—Continued

SCHOOL	Enrollment	Number of Books	Books per Pupil	
			1917	1916
Below 1000—				
Alexander Street	939	11,732	12.49	12.01
Berkeley	843	9,324	11.06	10.82
Chestnut Street	725	10,885	15.01	13.00
Eliot	919	11,807	12.84	12.43
Montgomery	949	11,392	12.00	11.18
Ridge	589	7,368	12.50	12.23
South Market Street	949	12,926	13.62	12.49
South Tenth St. and Blum St.	984	17,002	17.27	15.07
Summer Avenue	652	9,769	14.98	14.81
Sussex Avenue	895	12,490	13.95	13.29
Washington Street	729	12,308	16.88	16.03
Total	9,173	127,003	13.84	13.55
PRIMARY ENROLLMENT				
Including Seventh Grade—				
Lincoln	569	7,779	13.67	12.69
Including Sixth Grade—				
Bruce Street	700	9,186	13.12	13.05
Camden Street	1,089	13,301	12.21	12.43
Hawkins Street	639	6,072	9.50	8.85
South Street	923	7,510	8.13	8.39
Summer Place	294	4,398	14.95	15.49
Total	3,645	40,467	11.10	11.14
Including Fifth Grade—				
Lawrence Street	345	3,851	11.16	10.78
Roseville Avenue	422	6,556	15.53	14.67
Warren Street	885	7,051	7.96	8.12
Total	1,652	17,458	10.56	10.49
All Other Primary—				
Dayton	59	1,028	17.42	14.46
Elizabeth Avenue	253	2,210	8.73	8.25
Walnut Street	286	2,095	7.32	8.07
Waverly Avenue	518	6,619	12.77	14.34
Total	1,116	11,952	10.70	11.79

Summary of Totals

Grammar

3	Schools—Enrollment	2,000 and above	9.94	books per pupil
7	“ “	1,500-2,000	12.73	“ “ “
18	“ “	1,000-1,500	12.04	“ “ “
11	“ “	below 1,000	13.84	“ “ “

Primary

1	Schools—Including	7th grade	13.67	books per pupil
5	“ “	6th “	11.10	“ “ “
3	“ “	5th “	10.56	“ “ “
4	All other primary		10.70	“ “ “

Table V (1918)—Books Per Pupil According to Size of Schools

SCHOOL	Enrollment	Number of Books	Books per Pupil	
			1918	1917
GRAMMAR SCHOOLS Average enrollment				
2000 and above—				
McKinley	2,346	18,997	8.12	9.02
Robert Treat	2,309	21,519	9.32	10.66
Total	4,655	40,516	8.70	9.94
1500-2000—				
Belmont Avenue	1,678	24,229	14.43	14.18
Bergen Street	1,501	15,620	10.40	10.08
Cleveland	1,866	22,989	12.32	10.11
Franklin and Crippled Home	1,709	27,157	15.85	15.50
John Catlin	1,741	17,078	9.82	10.19
Jos. E. Haynes	1,661	25,545	15.29	15.91
Lafayette	1,837	22,237	12.16	11.51
Monteith	1,540	21,532	14.12	13.20
Newton	1,709	19,431	11.42	11.17
West Side	1,781	18,509	10.42	8.33
Total	17,023	214,327	12.58	12.73
1000-1500—				
Abington Avenue	1,249	11,891	9.60	10.25
Avon Avenue	1,426	18,567	13.02	11.72
Burnet	1,353	19,818	14.58	14.66
Carteret	1,235	12,833	10.43	10.26
Central Avenue	1,316	15,709	11.95	12.09
Charlton Street	1,460	18,518	12.62	12.95
Fourteenth Avenue	1,212	14,004	11.60	11.33
Garfield	1,189	15,558	13.06	13.40
Hawthorne	1,127	13,130	11.61	11.01
Madison	1,428	15,366	10.75	10.07
Milford	1,260	20,172	16.52	17.18
Hamilton	1,389	17,940	12.95	13.28
Monmouth Street	1,066	14,717	13.78	13.76
Moses Bigelow	1,120	14,773	13.20	13.12
South Eighth Street	1,217	16,891	13.96	14.01
Webster	1,141	10,990	9.61	8.61
Total	20,188	250,877	12.42	12.04
Below 1000—				
Alexander Street	758	12,499	16 63	12.49
Berkeley	901	9,414	10.44	11.06
Chestnut Street	776	10,953	14.02	15.01
Eliot	949	12,323	12.98	12.84
Montgomery	929	11,883	12.86	12.00
Ridge	649	8,038	12.42	12.50
South Market Street	526	10,299	19.60	13.62
South Tenth Street	923	18,112	19.85	17.27
Summer Avenue	657	10,448	16.02	14.98
Sussex Avenue	951	12,659	13.28	13.95
Washington Street	758	12,213	16.21	16.88
Total	8,777	128,841	14.68	13.84
PRIMARY SCHOOLS Average enrollment				
Including Seventh Grade—				
Hawkins Street	672	7,454	11.15	9.50
Lincoln	557	8,515	15.25	13.67
Total	1,229	15.969	12.99	13.67

Table V (1918)—Continued

SCHOOL	Enrollment	Number of Books	Books per Pupil	
			1918	1917
Including Sixth Grade—				
Camden Street	1,101	13,764	12.41	12.21
South Street	892	6,592	7.27	8.13
Speedway	358	6,061	16.93	———
Summer Place	317	4,389	13.80	14.95
Total	2,668	30,806	11.55	11.10
Including Fifth Grade—				
Lawrence Street	311	3,839	12.40	11.16
Roseville Avenue	431	6,984	16.18	15.53
Warren Street	979	6,920	7.06	7.96
Waverly Avenue	662	7,707	11.65	12.77
Total	2,383	25,450	10.68	10.56
All Other Primary—				
Bruce Street	282	1,855	6.57	13.12
Dayton	58	1,108	19.10	17.42
Elizabeth Avenue	261	2,232	8.58	8.73
Walnut Street	349	2,043	5.84	7.32
Total	950	7,238	7.62	10.70

Summary of Totals

Grammar				
2	Schools—Enrollment	2,000 and above	8.70	books per pupil
10	" "	1,500-2,000	12.58	" " "
16	" "	1,000-1,500	12.42	" " "
11	" "	below 1,000	14.68	" " "
Primary				
2	Schools—Including	7th grade	12.99	books per pupil
4	" "	6th "	11.55	" " "
4	" "	5th "	10.68	" " "
4	All other primary		7.62	" " "

REPORT OF THE

Supervisor of Medical Inspection

To the Board of Education.

Gentlemen:—I submit herewith the statistical report of the Department of Medical Inspection for the year 1917-1918. The statistical record of the Public School Clinic as well as that of the department in general is embodied in this report.

I wish to express my appreciation of the work of my assistants,—both paid and volunteer. The high percentage of corrections obtained and the good health that has prevailed during the past year is due to their efforts and to the hearty co-operation of other departments of the Board.

During the past year there has been a very large increase in the number of pupils who have sought advice and relief at the Public School Clinic. Better organization and equipment enabled some of the departments recently established to do better work in this their second year. This is especially true of the Psychological and Orthopedic Departments.

During this next year an effort will be made to maintain our present standard, although it may not be possible because of the loss of so many workers due to the demands of the war.

Visits from members of the Board of Education and any others interested will be greatly appreciated at the Public School Clinic where every effort is being put forth to safeguard the health of the children of our city.

Respectfully submitted,

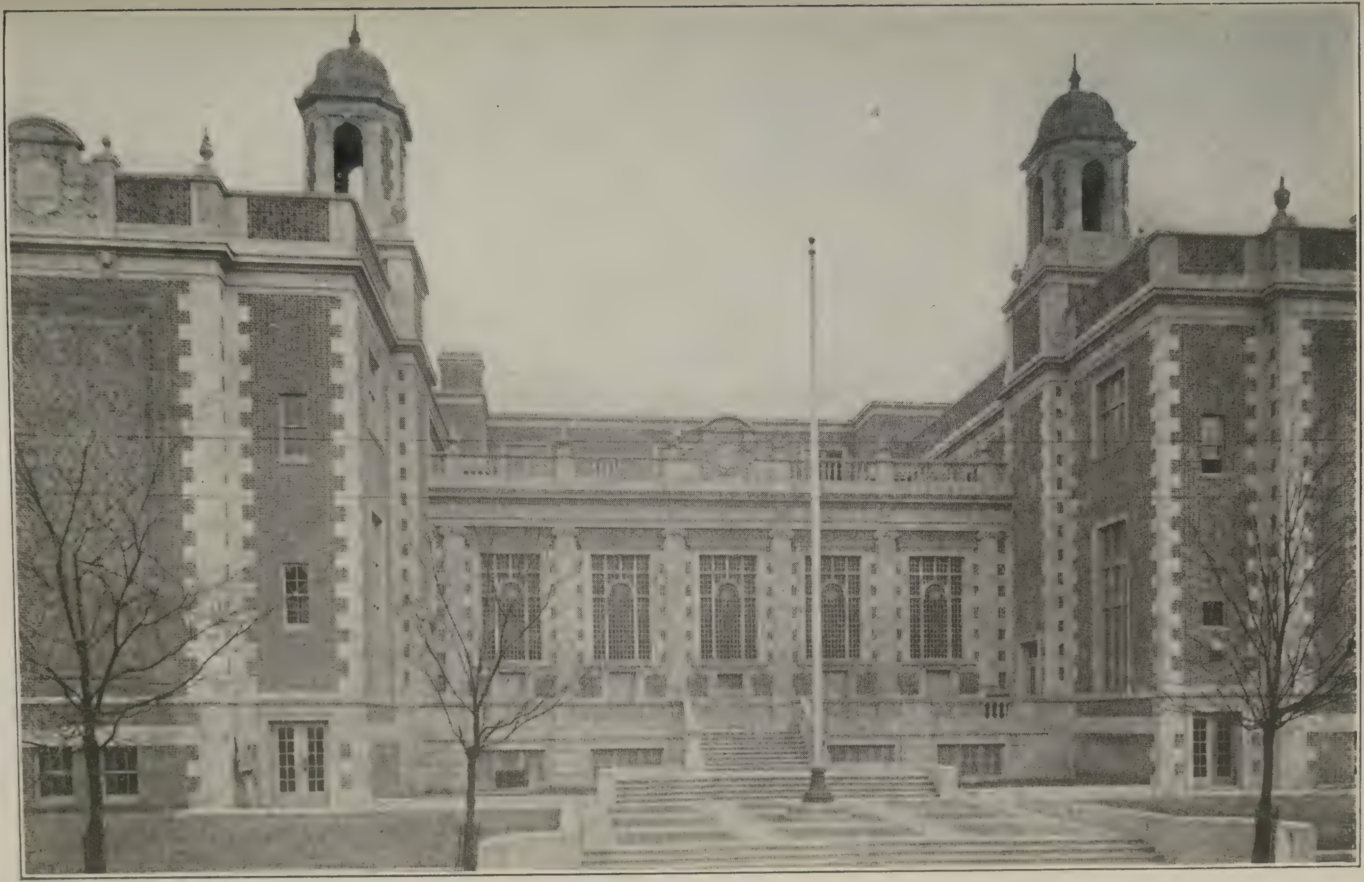
GEORGE J. HOLMES,
Supervisor of Medical Inspection.

COMPARATIVE REPORT OF PHYSICAL EXAMINATIONS AND DEFECTS FOUND

	1916-1917		1917-1918	
	Number	Percent.	Number	Percent.
Number of physical examinations	22,065	....	21,263	....
Number of normal pupils	5,830	26.42	6,243	25.13
Number of pupils with defects	16,235	73.58	15,020	74.87
Defects found—				
Nutrition	841	3.92	943	4.25
Enlarged cervical glands	973	4.53	847	3.62
Chorea	49	.22	26	.12
Cardiac disease	320	1.49	203	.89
Pulmonary tuberculosis	178	.83	153	.67
Skin disease	228	1.06	222	.95
Defective spine	203	.94	184	.79
Defective chest	112	.52	101	.43
Defective extremities	152	.70	182	.78
Defective vision	2,790	13.20	3,744	15.90
Defective hearing	257	1.19	244	1.03
Defective nasal breathing	572	3.03	834	3.54
Defective teeth	10,922	50.95	12,162	51.20
Deformed palate	231	1.07	146	.62
Impediment of speech	298	1.39	293	1.28
Hypertrophied tonsils	2,483	11.58	2,068	8.79
Post nasal growth	558	2.60	608	2.60
Mentality	168	.78	398	2.54

COMPARATIVE RECORD OF CASES COMPLETED FOR THE PAST TWO YEARS

	1916-1917	1917-1918	1916-1917	1917-1918
Number of cases referred for treatment	30,505	34,414		
Number of cases treated by nurses	21,071	22,083		
Number of cases referred to other agencies for correction	9,434	12,321		
Number excluded	2,796	3,986		
Number of days lost in attendance	20,200	21,062		
Cured	29,196	33,112	95.7%	95.5%
Improved	694	876	2.2%	2.7%
Not improved	615	426	2.1%	1.8%
Number of pairs of glasses obtained	815	1,294	2.7%	3.9%
Number of operations for tonsils	603	1,185	2.9%	3.5%
Number of operations for adenoids	575	972	1.9%	2.9%
Number who received dental treatment	6,564	10,562	22.5%	31.5%



CLEVELAND JUNIOR HIGH SCHOOL.

COMPARISON OF DAYS LOST BECAUSE OF QUARANTINE FOR CONTAGIOUS DISEASES

	Number of Days Lost		Per Cent.	
	1916-1917	1917-1918	1916-1917	1917-1918
Scarlet fever	4,404.5	3,622.5	8.524	1.006
Chickenpox	12,272.5	3,832.5	23.623	1.019
Erysipelas	19.5	24	.003	.007
Cerebral meningitis	....	44	......	.019
Infantile paralysis	5,088.5	92	10.982	.028
Mumps	72.5	75	.013	.016
Whooping cough	65	30	.011	.008
Scarlatina	....	10	......	.003
Spinal meningitis	....	190	......	.061
Epidemic meningitis	....	95	......	.028
Meningitis	....	131	......	.052
Diphtheria	3,833	4,100	7.415	1.151
Measles	25,526	347,963	49.343	96.602
Cerebro spinal meningitis	175	....	.035	....
Endemic meningitis	244.5	....	.048	....
Small pox	16.5	....	.003	....
Total	51,717.5	360,209	100.	100.

STATISTICS, FACTS, AND INFORMATION CONCERNING ALL PUPILS ENROLLED IN THE OPEN WINDOW CLASSES AND THE OPEN AIR SCHOOL FOR THE SCHOOL YEAR, 1916-17

	Camden	Carteret	Garfield	Lafayette	Morton	Lawrence	Montgomery	McKinley	Milford	Open Air
Number of pounds gained by all pupils	376	176.5	108.2	291	190½	138.2	207	128	101	976
Number of pounds lost by all pupils	6	40.75	.5	1	.75	....	4.25	....	....	....
Net gain	370	135.20	107.7	290	190¼	139.2	202.75	128	101	976
Average weight gained by each pupil (pounds)	7.6	4.13	3	4.84	4.43	3.9	7.2	5.3	2.9	13.6
Total gain in haemoglobin of all pupils	775%	270%	230%	950%	240%	390%	330%	355%	400%	320%
Total loss in haemoglobin of all pupils	....	....	6.15	....	30%	....	....	....	....	65%
Net gain	775%	270%	223.85%	950%	210%	390%	330%	355%	400%	255%
Average percentage of gain in haemoglobin per pupil	8.45%	6.28%	7.9%	10%	5.75%	11%	11%	4%	5.4%	4.5%
Total enrollment of class for 1917	49	43	36	78	43	35	30	38	35	72
Capacity of class	30	30	30	30	30	30	30	30	30	48
Maximum enrollment of class	31	30	30	30	30	30	30	30	30	49
Average enrollment of 1916	30	30	29.6	29.6	29.15	30	29	29	30	47
Average attendance for 1916	26	27.8	28	29	25.12	28	25	27	29.2	43
Average enrollment for 1917	29	29	29	28	28.87	34	29	30	30	47.7
Average attendance for 1917	26	28	28.5	29.6	24.9	28	27	27	29	43.6
Average age on entrance	9.4	9	9	10	9.15	9	9.4	10	8.8	11.8
Average height on entrance	49"	48.78"	50"	55"	51.3"	45.9"	48.1"	50"	51.8"	50.6"
Average weight on entrance (pounds)	52	56.7	108	49	52.4	47.1	54	63	54.2	57.8
Number of pounds below normal on entrance (as to height)	357	595	254	255	224	306	400	380	296	289.76
Average per cent. of haemoglobin	62.14%	63.7%	70%	66%	65%	62.8%	68.3%	72.6%	70.3%	79.3%
Total number of physical defects	54	50	54	162	166	51	129	90	69	181
Average number of physical defects	1.1	1.16	1.5	2.8	3.75	1.5	4.3	3	1.9	2.5
Average time on roll, months	4.8	6	4.9	5	7.5	7	9	5	5	19.5
Per cent. of enrollment having a family history of tuberculosis	....	....	....	3%	3%	2.6%	3%	2%	....	52%

Per cent. of total enrollment having been in direct contact with tuberculosis	....	....	....	1.5%	3%	2.6%	2%	2%	....	43%
Per cent. of total enrollment having physical signs of tuberculosis	....	....	....	1%	1%	....	....	....	.02%	97.22%
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test	....	....	....	1.2%	43%	....	....	....	....	52%
Per cent. of total enrollment, subnormal in weight as to height	69%	85%	65%	62%	91%	85%	90%	90%	86%	62.5%
Per cent. of total enrollment above normal as to height	10%	....	10%	33%	3%	....	....	1%	....	5.5%
Per cent. of total enrollment that were normal as to height	21%	15%	25%	5%	6%	15%	10%	9%	14%	32%
Per cent. of those having physical defects who received treatment directly due to the efforts of Medical Inspection Department	35%	74%	96%	85%	100%	100%	100%	100%	100%	86.25%
Average gain in haemoglobin	18.4%	6.28%	5%	10%	5.75%	11.2%	8%	4%	5.4%	4.5%
Per cent. of total enrollment in whom the disease in lungs was arrested	7.6	....	....	1%	....	....	....	....	....	27%
Per cent. of total enrollment cured	76%	62%	66%	49.8%	42.8%	50%	94%	33%	7%	9%
Per cent. of total enrollment improved	22%	14%	24%	31%	37.2%	30%	....	50%	14%	47%
Per cent. of total enrollment not improved	2%	24%	10%	19.2%	20%	20%	6%	17%	79%	17%
Per cent. of total enrollment that died	....	....	....	....	....	....	....	....	....	....
Per cent. of total enrollment that earned promotion	57%	76.6%	85%	72%	99%	71.2%	75%	100%	100%	87.5%
Per cent. of total enrollment that failed promotion	43%	23.4%	15%	28%	10%	28.8%	25%	....	....	12.5%
Per cent. of total enrollment transferred back to their regular classes	38%	32.7%	12%	72%	30%	42%	40%	20%	5%	16%

STATISTICS CONCERNING ALL PUPILS ENROLLED IN THE OPEN WINDOW CLASSES, AND THE OPEN AIR SCHOOL FOR THE SCHOOL YEAR, 1917-18

	Camden	Carteret	Garfield	Lafayette	Morton	Lawrence	Montgomery	McKinley	Milford	John Catlin	South Market	Open Air
Number of pounds gained by all pupils	186½	279	99	367	213.25	333.75	294.25	236.4	101	96.75	192.25	249.75
Number of pounds lost by all pupils	2	67	11	......	1.50	......	......	......	......	2.75	......	......
Net gain	184½	212	88	3367	211.25	333.75	294.25	236.4	101	94	192.25	249.75
Average weight gained by each pupil (pounds)	4.39	6.2	3	7.97	4.44	7.76	6.84	5.14	2.9	3⅓	57.5	5.2
Total gain in haemoglobin of all pupils	615%	255%	167%	300%	195%	387%	260%	115%	400%	130%	150%	110%
Total loss in haemoglobin of all pupils	10%	......	......	......	15%	......	......	15%	......	......	5%	45%
Net gain	605%	255%	167%	300%	180%	387%	260%	100%	400%	130%	145%	65%
Average percentage of gain in haemoglobin per pupil	7.5%	5.6%	.6%	6.6%	.0189%	9%	6.04%	2.50%	5.4%	4.06%	71%	1.35%
Total enrollment of class for 1918	42	45	53	49	48	43	43	51	35	34	30	79
Capacity of class	30	30	30	30	30	30	30	30	30	30	30	48
Maximum enrollment of class	30	30	30	48	48	30	43	31	30	30	30	48
Average enrollment of 1917	29	29.5	24.8	30	28.87	30	29	30	30	......	30	47.7
Average attendance of 1917	29	28	21.1	92.4	24.90	28	25	27	29.2	......	27.5	43.6
Average enrollment of 1918	29	29.5	27.8	30	28.83	30	29	30	30	30	29.46	47.5
Average attendance of 1918	28	28.3	24.3	93.4	25.19	28	25	27	29	25⅓	26.65	43.5
Average age on entrance	9	9.9	9	8	9.79	9	8.10	10.50	8.5	8.50	9.2	10.4
Average height on entrance	49"	48.78"	50"	55"	51.3"	45.9"	48.1"	50"	51.8"	48.1"	48.1"	50.6"
Average weight on entrance (pounds)	53	58.06	50	49.1	58.04	45.6	53.4	58	54.2	45.1	51.12	58.82
Number of pounds below normal on entrance (as to height)	266	595	254	278	201	258	170	444.50	296	168	331.25	332.2
Average per cent. of haemoglobin	75.25%	66%	70%	100%	71%	60%	68.1%	72.6%	70.3%	67.5%	71.3%	77%
Total number of physical defects	26	20	108	229	162	68	150	96	69	98	48	190
Average number of physical defects	.62	1.17	.3	2.08	3.37	1.5	3.4	2.60	1.9	3.85	1.6	4
Average time on roll (months)	5.9	6.6	4	7	7	9	9	7.5	5	10.8	10	14.1

Per cent. of enrollment having a family history of tuberculosis	.14%	.044%	......	.004%	.0019%	.009%	.21%	2%	......	......	10%	58.3%
Per cent. of total enrollment having been in direct contact with tuberculosis	......	.044%	......	.004%	.145%	.009%	.21%	1%	......	......	10%	41.7%
Per cent. of total enrollment having physical signs of tuberculosis	4.5%	.044%	......	.009%	.062%	......	.09%	2%	.02%	......	3⅓%	93.7%
Per cent. of total enrollment giving positive reaction to the Von Pirquet tuberculin test	......	.044%	......	.082%	.020%	......	......	2%	......	......	3⅓%	79.2%
Per cent. of total enrollment subnormal in weight as to height	72%	......	54%	81%	72%	88%	78%	90%	56%	2%	86%	79.2%
Per cent. of total enrollment above normal as to height	21%	......	3%	18%	22%	12%	9%	1%	......	.56%	......	6.2%
Per cent. of total enrollment that were normal as to height	7%	......	43%	10%	.04%	......	11%	4%	14%	......	13.4%	14.6%
Per cent. of those having physical defects who received treatment directly due to the efforts of Medical Inspection Department	62%	61%	30%	100%	100%	74%	100%	100%	100%	100%	100%	82.8%
Average gain in haemoglobin	15.15%	5.6%	.6%	6.6%	4.06%	9%	6.04%	2.75%	5.4%	4.6%	4.83%	1.35%
Per cent. of total enrollment in whom the disease in lungs was arrested	......	......	......	......	......	......	......	......	......	......	......	18.4%
Per cent. of total enrollment cured	7%	61%	60%	82%	20%	88%	53%	56%	7%	.36%	56⅔%	3.1%
Per cent. of total enrollment improved	92.9%	......	82%	100%	100%	12%	100%	32%	14%	.43%	43⅓%	57.1%
Per cent. of total enrollment not improved	7.1%	39%	18%	......	......	......	......	1%	79%	.01%	......	21.4%
Per cent. of total enrollment that died	2%	......	......	......	......	.002%	......	......	......	......	......	......
Per cent. of total enrollment that earned promotion	66%	73%	73%	61%	88.14%	70%	90%	85%	100%	.01%	86.6%	90%
Per cent. of total enrollment that failed promotion	34%	26.6%	27%	......	11.86%	30%	10%	......	......	......	13.4%	10%
Per cent. of total enrollment transferred back to their regular classes	28%	20%	30.7%	39%	.229%	30%	30%	......	5%	.11%	3⅓%	19%

COMPARATIVE TABLE OF MEDICAL INSPECTION OF NEWARK PUBLIC SCHOOLS FROM 1914 TO 1918, INCLUSIVE

	1914	1915	1916	1917	1918
Total number of pupils inspected	303,119	398,442	390,924	343,040	360,209
Total number of pupils excluded	5,162	6,999	6,097	6,948	7,005
Total number of treatments given	94,631	104,924	106,358	90,855	97,795
Total number of pupils vaccinated	4,846	5,892	4,500	6,448	7,269
Total number of classes inspected	15,419	17,115	20,205	21,778	22,188
Total number of physical examinations	24,048	34,405	22,346	22,055	21,268
Number of personal hygiene talks	5,957	12,131	14,818	16,347	14,786
Total number of visits to homes	12,131	39,639	31,585	27,137	29,081
Total number of pupils taken to Dispensary	2,327	7,504	6,871	6,661	7,980
Number of haemoglobin tests conducted	368	587	636	128	......
Number pupils taken to optician	115	327	358	277	487
Number of pupils referred to Charitable Organizations	57	353	219	46	124
Number of binet tests conducted	139	406	347	1	......
Number of rooms fumigated	1,765	1,501	2,417	2,214	2,468
Number of cultures taken	109	321	235	126	76
Number of cases cured	31,054	45,182	41,199	29,196	23,112
Per capita cost of Medical Inspection	$0.48⅔	$0.48⅙	......	$0.54	0.65 6-7
EXCLUSIONS					
Adenitis	9	7	5	12	......
Chicken pox	410	476	278	444	260
Chorea	23	29	23	28	38
Contagious eye disease	443	904	460	797	639
Contagious impetigo	201	276	243	138	173
Abscess	......	......	......	......	5
Diphtheria	53	54	25	42	44
Erysipelas	3	1	2	1	......
Favus	26	36	20	10	......
Fever, headache, etc.	220	525	754	667	666
Influenza	4	20	32	23	22
Measles	244	47	208	1,137	264
Mumps	261	263	226	187	811
Non-contagious eye disease	46	101	84	55	79
Not vaccinated	108	113	141	180	128
Pulmonary tuberculosis	13	9	12	25	26
Ringworm	104	109	77	56	68
Tonsilitis	325	396	337	240	238
Trachoma	97	87	28	15	14
Typhoid fever	......	......	......	1	......
Typhus fever	......	......	......	......	......
Scabies	123	165	122	77	85
Skin disease	90	127	90	92	107
Scarlet fever	126	49	80	37	31
Suppurating ear disease	32	35	34	45	36
Uncleanliness	167	257	279	366	387
Vermin	1,447	1,923	2,234	1,593	2,349
Whooping cough	114	221	75	77	85
Quarantine	64	10	......	28	......
Others	336	151	226	323	450
TREATMENTS					
Acute conjunctivitis	752	332	118	165	29
Scabies	798	312	98	90	147
Ringworm	2,696	3,328	2,734	1,845	2,368
Impetigo	11,667	12,064	8,981	6,591	6,535
Favus	299	140	37	37	......
Eczema	9,180	7,434	6,669	3,443	4,309
Molloscum contagiosum	37	14	2	5	......
Infected wounds	20,977	33,418	34,066	22,264	45,638
Vaccination dressings	30,660	41,405	45,230	43,910	26,564
Others	17,575	6.489	8,423	12,505	12,205

SCHOOL CLINIC

SUMMARY OF CASES SEEN AND TREATED IN PUBLIC SCHOOL CLINIC, APRIL 1ST, 1916 TO JUNE 29, 1918

Eye Department

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Number new cases seen and treated	2,673	2,109
Number old cases seen and treated	....	6,054
Total number cases seen and treated	2,673	8,163

	Diagnosis *Essential	Diagnosis Essential	Diagnosis Secondary
Affections of the Conjunctiva			
Conjunctivitis—Catarrhal	28	36	5
Acute	153	60	8
Follicular	90	37	1
Trachomatous	20	10	....
Marginal phlyctenular	....	20	2
Muco-purulent	2	8	....
Sub-conjunctival hemorrhage	7	10	....
Traumatic lesions of conjunctiva	1	....	....
Affections of the Cornea			
Abrasions of cornea	2	2	....
Foreign body in cornea	14	14	2
Keratitis—Bullosa	1	....	....
Parenchymatous	7	1	....
Phlyctenular	55	13	....
Marginal	....	12	....
Traumatic	....	1	....
Tubercular	6	....	....
Interstitial	....	1	....
Leucuma, adherent	3	1	....
Maculae of the cornea	55	27	6
Ulcer of cornea	16	6	....
Ulcer of cornea, infected	5	....	....
Contusion of cornea	....	....	1
Affections of the Iris			
Iritis, plastic acute	3	....	....
Iridochoroiditis	1	....	....
Iridodialysis	1	....	....
Affections of the Lens			
Aphakia	2	....	....
Cataract—Congenital	1	1	....
Posterior polar	1	....	....
Traumatic	1	1	....
Amblyopia	12	10	1
Affections of the Eye Ball			
Atrophy of the eye ball	1	....	....

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* Records of secondary diagnosis begun in 1917-18.

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918	
	*Essential Diagnosis	Essential Diagnosis	Secondary Diagnosis
Affections of the Muscles and Nerve			
Strabismus—Alternating	8	28	9
Convergent	103	27	39
Divergent	1	3	....
Nystagmus—Ocular	2	....	....
Lateral	....	1	3
Ptosis	5	....	....
Paralysis of the third nerve	1	....	....
Infection of the lacrymal sac	....	1	....
Affection of the Lacrymal Apparatus			
Dacryocystitis—Phlegmonous	1	....	....
Catarrhal	1	2	....
Dacryocystitis	....	2	....
Affections of the Lid			
Abscess	3	1	....
Blepharitis, marginal	48	44	10
Chalasion	19	6	5
Eczema of lid	5	13	2
Edema of lid	6	....	....
Wound of lid	1	....	....
Hordeolum	28	38	2
Errors of Refraction			
Astigmatism—Hypermetropic	288	210	12
Hypermetropic compound	420	....	....
Myopic	97	194	8
Myopic compound	98	4	....
Mixed	69	37	2
Emmetropia	100	8	1
Hypermetropia	691	827	28
Myopia	247	200	14
Diversa			
Atropia of optic nerve	....	1	....
Disseminated chorio retinitis congenital	....	1	....
Phtisis bulbae	....	1	....
Examinations which proved negative	33	93	....
Diagnosis unrecorded	16	....	....
Refused treatment	1	....	....
Burn of lid	....	1	....
Referred to another hospital	1	....	....
Number of Glasses Prescribed			
Glasses paid for	1,164		552
Glasses given free	368		348
Total	1,532		870
Number of operations advised for trachoma			9
Number of operations advised for strabismus			27
Number of children referred for blind			4
Number of cases cured			1,889

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* Records of secondary diagnosis begun in 1917-18.

Ear, Nose, and Throat Department

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Number new cases seen and treated	758	686
Number old cases seen and treated	......	601
Total number of cases seen and treated	758	1,287

	April 1, 1916-June 30, 1917 *Essential Diagnosis	July 1, 1917-June 29, 1918 Essential Diagnosis	Secondary Diagnosis
Diseases of the Ear			
Otitis Media—Catarrhal acute	38	1	1
Chronic	27	13	2
Purulent acute	27	17	3
Purulent chronic	60	39	2
Suppurative acute	....	3	....
Purulent acute with mastoiditis	2	....	....
Purulent chronic with mastoiditis	2	....	....
Purulent chronic with perforation and polypus	3	....	....
Chronic with perforation dry	20	....	1
Otitis externa, acute	3	....	....
Furuncle of external auditory canal	8	12	....
Eczema of external canal	8	9	....
Foreign body in canal	4	4	....
Inspissated cerumen	25	....	....
Retracted drum	....	2	6
Eustacian catarrh	....	2	2
Impacted cerumen	....	55	18
Diseases of the Nose			
Deviation of septum	64	22	12
Eczema of nose	4	6	....
Herpes ali nasi	1	....	....
Hypertrophied inf. turbinate	27	1	....
Middle turbinate	....	11	....
Fracture of nose	2	....	....
Rhinitis—Acute catarrhal	6	11	5
Chronic catarrhal	2	....	....
Chronic atrophic	9	3	1
Chronic atrophic with ozena	....	1	....
Chronic hypertrophic	2	....	....
Muco—purulent	....	6	1
Polypi of nose	1	....	....
Epistaxis	....	6	....
Foreign body in nose	....	2	....
Nasal spur	....	....	1
Ulcer of neres	....	....	1
Catarrh—Acute aural	....	2	1
Naso-pharyngitis, acute	....	1	....

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* Records of secondary diagnosis begun in 1917-18.

	April 1, 1916- June 30, 1917 *Essential Diagnosis	July 1, 1917- June 29, 1918 Essential Diagnosis	 Secondary Diagnosis
Diseases of the Throat			
Pharynx—Naso adenonmata	115	....	....
Naso pharyngitis, acute	4	....	....
Naso pharyngitis, chronic	7	....	....
Naso pharyngitis, atropic	2	....	....
Diphtheritic pharyngitis	1	....	....
Tonsilitis—Acute catarrhal	3	15	3
Acute diphtheritic	1	....	....
Acute follicular	4	....	....
Chronic follicular	....	14	2
Chronic hypertropic	183	248	12
Chronic suppurative	1	....	....
Peri-tonsillar abscess	....	1	....
Catarrh—Chronic aural	....	7	1
Acute parotitis	....	2	....
Laryngitis—Acute catarrhal	3	4	....
Chronic catarrhal	4	....	....
Syphilitic	1	....	....
Tubercular	1	....	....
Post diphtheritic paralysis	1	....	....
Diversa			
Negative diagnosis	52	122	....
Referred to other departments	1	....	....
Bifid uvula	1	....	....
Post operative pharyngeal adhesions	1	....	....
Sebaceous cyst	1	....	....
Cervical adenitis	3	....	....
Goiter	4	....	....
Post operative inspection	2	....	....
Deaf mutism	1	....	....
Congenital malformation of ear	1	....	....
High arch palate	1	....	....
Speech defect	....	16	....

Number of operations advised for hypertrophy tonsils and adenoids	178
Number of operations for mastoiditis	2
Number of Furuncle external canal incisions	7
Number of children referred to speech defect class	11

General Medical Department

	April 1, 1916- June 30, 1917	July 1, 1917- June 29, 1918
Number new cases seen and treated	6,950	7,716
Number old cases seen and treated	....	3,100
Total number cases seen and treated	6,950	10,816
Working Papers	3,553	5,370
Granted	1,700	2,147
Granted after correction of teeth	650	648
Granted after correction of vision	85	119
Granted after correction of teeth and vision	8	27

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* Records of secondary diagnosis begun in 1917-18.

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Refused, defective teeth	360	1,501
Refused, defective vision	70	251
Refused, defective teeth and vision	50	35
Refused, malnutrition	....	22
Refused, heart disease	40	23
Granted provisionally (under treatment)	590	453
Age certificates requested	100	299
Granted	76	199
Refused	24	100
Vaccinations	1,873	998
Exemptions requested—granted	84	93
Refused	30	31
Open Window Examinations	375	240
Open Air Examinations	281	151
Von Pirquet Tests	75	136
Positive	39	39
Negative	36	97
Tuberculin treatments	9	154
Wasserman Tests	63	38
Positive	31	3
Negative	32	33
Doubtful	....	2
Vaginal Smear	1	2
Positive	....	1
Negative	1	1
Mercury Treatments	....	58
General Medical Cases	366	381
Infections	....	117
Sprains and dislocations	....	13
Chickenpox	....	6
Measles	....	4
Bronchitis	....	5
Pleurisy	....	6
Laryngitis	....	2
Burns	....	10
Vaccination dressings	....	78
Uncleanliness	....	8
Scabies	3	8
Eczema	11	8
Impetigo	1	8
Acne	1	4
Favus	....	1
Psoriasis	4	1
Parasitic sores	1	1
Ichthyosis	1	....
Lichens planus	1	....
Erythema multiforna	1	....
Lupus	1	....
Alopecia	2	....

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Tinea circinate	1	....
Abscesses	....	4
Boils and carbuncles	....	5
Ascaris	....	1
Pityriosis	....	1
Dermatitis	....	4
Tinea Tonsurans	....	1
Ulcers of legs	....	1
Wry neck	....	1
Epididymitis	....	1
Tubercular glands of the neck	....	5
Mumps	....	11
Epilepsy	....	2
Valvular heart disease	....	6
Cyst of jaw	....	2
Whooping cough	....	2
Chorea	....	4
Enuretis	....	5
Neurosis	....	2
Tubercular otitis	....	3
Rheumatism	....	1
Vermin	....	9
Children examined for Roseland	....	12
Negative examinations	....	9
Ringworm	....	9

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Physical examinations referred from Psycho-Educational Department	82	775

Physical examinations referred from Attendance Department

	Essential Defect	Secondary Defect
Defective teeth	127	51
Defective vision	27	7
Tonsils and adenoids	60	....
Phimosis	2	....
Adherent prepuce	3	....
Eczema	1	....
Chorea	1	....
Enlarged cervical glands	1	....
Children with no defects	32	....

Dental Department

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Number new cases seen and treated	1,030	1,172
Number old cases seen and treated	....	2,492
Total number cases seen and treated	1,030	3,664
Amalgam fillings	2,052	2,337
Cement fillings	374	343
Synthetic fillings	15	113
Extractions	747	1,456
Treatments	439	742

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Cases completed	211	465
Cleanings	216	500
Examinations	177	277
Working paper examinations	....	417

Orthopedic Department

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Number new cases seen and treated	176	64
Number old cases seen and treated	....	744
Total number cases seen and treated	176	808
Scoliosis	35	37
Defects of spine	52	....
Deformities of extremities	17	....
Visceroptosis	15	....
Round shoulders	15	....
Flat feet	10	9
Faulty of posture	14	....
Funnel chest	3	....
Infantile paralysis	....	8
Paralysis	7	....
Tuberculosis of spine	....	1
Bow legs	....	3
Kyphosis	....	2
Tuberculosis of knee	....	1
Negative examinations	8	3
Number of cases which were referred to other clinics for treatment or for exercises in gymnasiums	92	42
Referred to Home for Crippled Children	....	13

GENERAL SUMMARY OF CASES TREATED BY DEPARTMENTS

	April 1, 1916-June 30, 1917	July 1, 1917-June 29, 1918
Eye Department	2,673	8,163
Ear, Nose, and Throat Department	758	1,287
General Medical Department	6,950	10,816
Dental Department	1,030	3,664
Orthopedic Department	176	808
Total	11,587	24,738
Total number of new cases seen and treated in all departments	11,587	11,747
Total number of old cases seen and treated in all departments	....	12,991
Total number of cases seen and treated in all departments	11,587	24,738

PSYCHO-EDUCATIONAL DEPARTMENT

The Psycho-Educational Department was closed from June 30, 1917 to February 1, 1918. At that time the appointment of a psychologist, an assistant psychologist, and a secretary made it possible for the clinic to be reopened. It has been in operation daily from February 1 to June 30, 1918. The cases examined during this period have been derived principally from the three following sources:

1. *From classes for defectives.* These pupils, 165 in number, had been transferred to these classes subsequent to the closing of the clinic in June, 1917. They had been examined by Miss Anderson, Supervisor of Classes for Defectives, at the request of principals and had tested at least three years below age in the Binet-Simon scale. Most of these cases have proved to be feebleminded and were recommended to be continued in defective classes.

2. *From the department of attendance.* By a ruling of the Board of Education all cases brought to the attention of the department of attendance are sent to this clinic to determine whether there are physical or mental defects which should be taken into account in dealing with them. 188 pupils, mostly boys, have been examined under this ruling.

3. *On recommendation of principals, medical inspectors, et al.* More than half of the children examined have been thus referred. These have been:
   - (a) Pupils in school who were seriously retarded in their school progress in one or all subjects.
   - (b) Young children in kindergarten, or applying for admission who appeared to be unable to cope with the work of the first grade.
   - (c) Cases of defective speech.
   - (d) Pupils who seemed peculiar or abnormal in their actions.

A few have been brought by social workers; several by parents on their own initiative; a few have been brought from nearby towns or cities.

A large number of this third class have been found to be feebleminded and were recommended to be placed in classes for defectives or for custodial institutional care. About an equal number are of inferior mentality and belong to the class of "congenital illiterates." They have ability enough to get on in the world, to learn a trade, and become self-supporting and socially competent but cannot master the formal subjects of an academic school curriculum. They find it particularly hard to master history and geography and other subjects taught from text-books. Their thought processes are often slow, particularly in work calling for abstract reasoning. There is a serious need in our school system for better educational opportunity for these children who can get but little from our present course of study. Work for mental defectives has reached a high stage of development in this city. Much might be done along similar lines toward differentiating educational opportunity for this other numerous class.

A large number of children require special teaching in restoration classes. There is a serious need for more special classes of this type.

Many cases have been recommended for medical care and supervision. Each child has had a physical examination made by one or more of the physicians in attendance. The recommendations of these physicians are included in the psychologist's report of the case.

It seems desirable to detect earlier the cases of feeblemindedness which prevent the highest degree of efficiency in the teaching of the lower grades. The expense to the city of these repeaters is considerable. Many of these children are promoted to fourth and fifth grades with a retardation of from two to five years who should have been transferred to classes for defectives much earlier. The advantage of an earlier transfer is apparent. The teachers of the classes for defectives could do better work with these children if they had them earlier. But the greatest gain would be to the normal children in the classes from which they would be eliminated and to the city in dollars and cents.

Following is a summary of the number of cases examined, the diagnoses, and the recommendations made:

Number of Cases		
Number of new cases from defective classes		165
New cases referred by medical inspectors, principals, et al.		466
New cases referred by Department of Attendance		188
Number of old cases examined		64
Total number of cases examined		883
Diagnoses		
Feebleminded—Classed as morons	239	
Classed as imbeciles	100	
Classed as idiots	2	
		341

Inferior mentality, including borderline and doubtful cases	220
Average mentality	191
Superior mentality	11
Disciplinary cases	83

Recommendations

Classes for defectives	313
Restoration, ungraded, and other special classes	189
Regular grades	118
Vocational school	45
Institutional care	62
Cases for medical care	163
Referred to Attendance Department without specific recommendation	93
Cases for further examination	94

Psycho-Educational Department

Number of cases reported	259
Number of cases completed	182
Number of cases not completed	77

Completed Cases

Boys	131
Girls	51
	182

Lowest age	5 yrs. 10 mos.
Highest age	16 yrs.

Findings

Normality	21
Retardation	86
Environmental causes	46
Racial causes	13
Hereditary and congenital conditions	35
Slow reaction	6
Dullness	5
Truancy	3
Exceptional brightness	3
Psychopathic conditions	16
Neuropathic conditions	25
Physical handicaps	116
Epilepsy	2
Sexual abnormalities	3
Moral difficulty	9
Mental defect	67
Insufficient data	21

These findings, of course, overlap. A child may be found retarded through slowness of reaction, or through physical handicaps. A psychopathic child may also have visual and other defects, or be in danger of moral derangement. The environmental cases include those of home neglect, malnutrition, brutal treatment, irregular attendance at school. Under the general heading of "mental defect" are included not only the truly feebleminded, but also the primitive types and grave retardation. Moral difficulties include such things as extreme and unguided mischievousness.

Classification	
Normal	5
Retarded	24
Mainly neuropathic and psychopathic conditions, including epilepsy	23
Mainly other physical defects	56
Mainly environmental and racial cases	8
Moral defects	4
Mental defects	51
Special defects	3
Not classified	8
	182

In this classification, the main points only have been considered in the grouping of the actual number of children. When in the case of abnormal child, there were so many physical handicaps that these had to be considered first, or when retardation was mainly due to such handicaps, the child was numbered among the cases of physical defects. A child otherwise normal suffering from speech defects which needed attention first, or from some neuropathic condition connected with the approach of puberty, was classed accordingly.

REPORT OF

Supervisor of Attendance

1916-1917

To the Board of Education.

Gentlemen:—Because of the epidemic of infantile paralysis which was at its height during the latter part of August and the first part of September in the year nineteen sixteen, the opening of schools was postponed until September 25th. This caused a loss in the total number of days present during the school year of approximately nine hundred thousand (900,000) days. After the opening of school it was with the utmost difficulty that this department, together with the Medical Inspection Department, was able to persuade parents that there was no danger to be incurred by their children while at school.

During the month of October the percent of attendance was very low and it was not until the arrival of cold weather that attendance became normal. Despite this fact the percent of attendance for the year shows an increase of one-half of one per cent over that of the previous year. For the entire school year of 1915-1916 it was ninety-one (91) per cent, while for the present school year it was ninety-one and five-tenths (91.5) per cent.

The total number of days attendance of all pupils during this year was 10,554,628, while that of the year 1915-1916 was 11,388,071½ days, which shows a decrease during this year of 833,343½ days.

A conservative estimate of the total number of days attendance of all pupils lost because of the late opening of school and the subsequent reluctance of parents to allow their children to enter school during the month of October would be at least 1,250,000 days, whereas the total decrease in the number of days present during this year was but 833,343½ days. These figures would indicate very clearly that there was a gain during the remainder of the year in days attendance of all pupils of approximately four hundred thousand (400,000).

The total number of days absent during this year of all pupils exclusive of those caused by the late opening of school was 971,270½ days, while that of the previous year was 1,122,990½ days. These statistics show a decrease in the number of days absent due to normal causes of 151,720½ days.

The total number of days lost through quarantine during this year was 51,299½, while that of the previous year was 81,868, showing a decrease in the number of days lost through quarantine of 30,568½.

The total number of pupils reported to the Attendance Department by principals of public schools because of absence, truancy, and non-attendance was 34,067. Final disposition of these cases was as follows: 27,908 were returned by the Attendance Department to public schools; 2,697 were granted "age and schooling" certificates, thereby becoming exempt from attendance; 165 were found to be too ill to attend school; 1,202 were found to have moved out of the city, and the remainder was found to have entered parochial or private schools or to have arrived at the age of sixteen years and left school to go to work without the necessity of securing "age and schooling" certificates.

7,514 visits were made to public schools during the year by attendance officers, who also made 1,114 visits to parochial and private schools and 49,033 visits to homes of pupils.

3,080 cases of truancy and non-attendance were reported to the Attendance Department by the principals and teachers of parochial schools. Of these cases, 2,645 pupils were returned to the schools from which they were reported, 260 pupils were found to have entered public school, and the remainder to have moved out of the city or to have left school to be legally employed.

The reports of investigation made by attendance officers of the total number of cases referred to them during the year show the following as the causes for absence: 10,546 or 31% of the cases were found to have been caused by the neglect or carelessness of parents; 11,992 or 35% were caused by personal illness or illness in the family; 5,130 or 15% were caused by quarantine; 1,368 or 4% were caused by truancy, i. e., absence of pupils without knowledge or consent of parents; 1,133 or 3% were caused by lack of proper clothing and shoes with which to attend school; 1,202 or 4% were caused by the removal of families from the city, and 2,697 or 8% were caused by applications for and granting of "age and schooling" certificates.

1,279 parents were summoned to appear at the Police Courts; 24 parents were formally prosecuted and convicted for violation of the Compulsory Education Law. All parents who were convicted were either fined or placed on probation to the Attendance Department. It was not found necessary to impose a jail sentence upon a single parent during the entire year.

As in the past it has been the object of this department to secure regular attendance at school of all children of school age in this city without resorting to criminal prosecution. The fact has been impressed upon the minds of our attendance officers daily that effective work on their part does not consist in the arrest and conviction of parents for violation of the Compulsory Education Law, but rather in educating such parents up to the point where they shall recognize the necessity and the value of causing their children to attend school regularly. In no other branch of public school work are the problems so varied and so hard of solution. Families are found in which the sole support is derived from the wages of a widowed mother. Should such a mother remain away from her work only one day it means that the children are compelled to suffer loss of food. In numbers of such cases the family consists of a mother and three or more children, the oldest of whom is under the age of fourteen, and one of the children is too ill or too small to attend school.

A fine problem presents itself. The mother cannot remain away from her work and she very naturally keeps the oldest child away from school to care for the young or sick child. Can anyone imagine a magistrate convicting such a mother of violating the Compulsory Education Law? Yet it is the duty of the Attendance Department to see that the older child does not suffer the loss of her education because of the illness of her brother or sister, as the case may be.

Such problems as this are constantly met and dealt with by the department. A means must be found whereby the sick child or young baby is properly cared for while the remainder of the children attend school and the mother is relieved from loss of her work. This work cannot be accomplished through the Attendance Department alone, but it is in the ability of the attendance officer to secure the aid of the proper agency at an opportune time that makes for effective service.

How well this work has been done during the year is perhaps attested by the fact that the percent of the entire population of the city enrolled in and in regular attendance at the public schools is greater than in any other city of its size or of a greater population in the country. This large percent is in public school enrollment despite the fact that there is also a very large parochial school enrollment.

There was a decrease in the number of children who were found to have been kept home because of lack of clothing or shoes during this year. 1,133 of such cases were dealt with during the year, while 1,406 were found during the previous year. All of these cases were cared for and the pupils returned to school by the Attendance Department through the aid of the Bureau of Associated Charities and the Elks Lodge of this city, together with donations from public-spirited citizens.

While the number of cases has decreased, the difficulty of obtaining aid for children of indigent families seems to have greatly increased. Where formerly we were able to secure donations for this purpose from charitable organizations and individuals without much loss of time, it has been exceedingly difficult during this year to procure the necessary clothing or the funds with which to provide it. This can undoubtedly be attributed to the fact that the citizens have been called upon to do so much for other causes that they cannot give as freely as in past years.

Despite the fact that wages are generally higher and work is plentiful, I am of the opinion that there will be more children who lack clothing, with no means with which to purchase it, during the coming year than ever before. This opinion is based upon the fact that the cost of food, fuel, and rent has become so great that many hard-working, honest men of families will find that their wages will scarcely cover the bare cost of living, without anything being left to purchase proper clothing and shoes for their children. I sincerely hope that a way may be found in the near future to provide for all indigent children without the necessity of calling upon private charity.

The Supervisor and the Assistant Supervisor held 12,314 personal interviews with parents during the year. This is an increase of nearly three thousand over last year. This increase was due to the fact that there has been such a great demand for child labor during the past year that parents of children who were not legally qualified to leave school came to the office of the department in an endeavor to secure working papers for them. The remarkably high wages offered to child workers incited many parents to practice every possible kind of deception in order to take their children from school, but I feel sure that no "age and schooling" certificate was issued to any pupil who had not the age, educational, and physical qualifications demanded by the law. Many of these interviews were with parents whose children had been guilty of some serious breach of discipline at school and who had either been suspended or recommended by their principal for transfer to an ungraded school.

The immense amount of work entailed and the time consumed by these interviews may be seen when it is realized that the total number of interviews during the year divided by the number of working days shows an average of over fifty such interviews per day. This work is made infinitely more difficult because of the lack of room provided for this department. Since the present quarters were assigned to the Attendance Department the work of the department has more than trebled in volume, while no additional room has ever been provided. The present offices are entirely inadequate for obtaining the best results and I most respectfully request that additional room be provided as soon as possible.

During the present year 2,697 applications for "age and schooling" certificates were granted, an increase over last year of 282, while over six hundred applications were denied because of lack of some one or all of the necessary qualifications.

A vast amount of detail work is entailed in properly handling these applications for "age and schooling" certificates and the time is fast approaching when at least two clerks will be required to give their entire time to it. At present the work is done by the two stenographers of the department in addition to their other duties, but during the past year it has required too much of their time and has necessitated too much night work on their part, for which they receive no extra compensation. An idea of the work involved in issuing these certificates may be obtained by the following description of the different steps required:

The first step is usually a visit to the office of the Attendance Department by the parent to find out what is necessary in order to secure the certificate. It is then explained to the parent that the first step necessary is to show some documentary proof of age of the child and then instruction as to how to secure the same; next the parent returns with the evidence required or proof that no such evidence can be secured. In the first case the documentary proof of age is viséed by the clerk and the parent allowed to make a written application. In the second case the parent must make affidavit that no documentary proof of age is obtainable and file an application for a medical examination of the child by the medical inspector to determine whether the child has reached the age of fourteen. When the proper proofs of age and the application of the parent are filed in the office, the parent is given three blank certificates, one of these certificates to be filled out by the principal of the school at which the child attends certifying that the child has completed the fifth year grade, is able to read and write the English language and do simple operations in arithmetic up to and including fractions, and in addition thereto has attended school for a period of not less than one hundred thirty (130) days in the year next preceding the application. Another must be filled out by the medical inspector, who must certify that he has examined the child and found him or her in a normal physical condition for a child of fourteen years and also physically able to do the work proposed. A third certificate is to be filled out by the prospective employer, certifying that he will employ the child when he or she has received an "age and schooling" certificate.

All of these certificates when properly filled out are brought to the office of the Attendance Department by the child and if found to be correct are made the basis for the issuance of an "age and schooling" certificate. "Age and schooling" certificates are made out in triplicate, one copy retained in the office, another sent to the State Commissioner of Labor, and the third given to the child. They contain not only the information that all of the proofs heretofore described are filed in the office, but also a description of the child to whom it is issued, i. e., the height, weight, color of eyes, color of hair, and any distinguishing facial marks, together with the personal signature of the child to whom it is issued, signed in the presence of the person issuing it. When a child has received the certificate and presented it to his or her employer it is necessary that the employer send to the office another certificate stating that he has employed the child at some certain kind of labor at a certain weekly wage and that he will return the "age and schooling" certificate of such child to the Attendance Department whenever the child shall leave his employ. Within twenty-four hours after an "age and schooling" certificate has been granted, a copy of such certificate, together with the proofs of age upon which the certificate was granted, must be sent to the State Commissioner of Labor, who files the copy of the certificate in his office and returns the proofs of age with his approval for filing in this office.

A complete record must be kept in the office of the Attendance Department of every step in this process and the files are kept up-to-date in order that the records may be readily accessible at all times. A close watch must also be kept upon "age and schooling" certificates returned by employers in order that the child to whom the certificate was issued can be either placed in another position or returned to school without loss of time.

A comprehensive study, including the kinds of employment, the age of children employed, and the wages received by them, has been made by the Attendance Department of all children to whom "age and schooling" certificates were issued during the calendar year 1916. A summary of this study is given below:

Total number of "age and schooling" certificates issued to boys	1,412
Total number of "age and schooling" certificates issued to girls	1,078
Total	2,490

Average age at employment—	*Boys*	*Girls*
14 to 14½ years	410	376
14½ to 15 years	337	278
15 to 15½ years	385	234
15½ to 16 years	279	190
Total	1,412	1,078

Average weekly wage at time of employment—	*Boys*	*Girls*
$3.00 to $3.50	89	87
$3.50 to $4.00	73	71
$4.00 to $4.50	288	231
$4.50 to $5.00	173	117
$5.00 to $5.50	401	229
$5.50 to $6.00	60	51
$6.00 to $6.50	202	125
$6.50 to $7.00	17	17
$7.00 to $7.50	64	20
$7.50 to $8.00	14	9
$8.00 to $8.50	14	3
$8.50 to $12.00	4	1
Board and clothing (no wages)	6	59
Piece work (no stated weekly wage)	7	58
Total	1,412	1,078

Pupils to whom "age and schooling" certificates were granted were found to have entered forty-eight (48) different industries, as follows:

	Boys	*Girls*
Advertising Novelties	6	20
Boot Black	1	....
Button Works	51	34
Candy Manufacturers	11	34
Celluloid Novelties	15	15
Chemical Works	5	1
Children's Clothing Manufacturer	1	3
Cigar Factories	18	70
Cloak and Suit Manufacturers	1	10
Corset Manufacturers	9	48
Cutting	63	6
Dress Makers	....	14
Electrical Apparatus	9	6
Errand Boys and Girls	67	5
Garter Manufacturers	....	1
Glove Manufacturers	....	3
Handkerchief Manufacturers	....	26
Hardware Manufacturers	41	12
Heat Manufacturers	11	10
Helpers (39 industries)	193	53
Hosiery Manufacturers	....	14
House Workers	3	120
Jewelry Manufacturers	56	28
Knitting Mills	....	12
Laundry Workers	5	5
Leather Manufacturers	31	7
Machinery Manufacturers	83	9
Men's Tailors	30	39
Messengers	34	....
Metal Goods Manufacturers	18	5
Metal Novelties Manufacturers	73	37
Miscellaneous	25	10
Nurse Girls	....	15
Office Workers	156	29
Paper Box Manufacturers	13	61
Paper Pattern Manufacturers	2	8
Pencil Manufacturers	11	7
Printers	15	1
Retail Stores	220	121
Ribbon Manufacturers	1	33
Shirt Manufacturers	....	2
Shoe Manufacturers	14	13
Thread Manufacturers	38	69
Tube Cutters	....	1
Tinware Manufacturers	62	26
Toy Manufacturers	12	9
Trunk Manufacturers	5	1
Undergarment Manufacturers	3	25
Total	1,412	1,078

The last table gives only the industries and the number employed in each industry. Many of these industries have a number of different departments, as in the thread manufacturing industry, where there are ten different departments to which boys and girls have been assigned to learn a particular branch in the manufacture of thread.

A table which is too voluminous for this report has been prepared and is on file at the office of the Attendance Department which shows the actual number of boys and girls who have been assigned to each particular branch of the industries named in the above summary. There are 298 of such branches of industry at which the boys and girls were employed.

The summary given above shows the fact that the great majority of the boys and girls of our city are obtaining employment at useful occupations in which they may advance themselves and that a very small percent of them are entering the so-called "blind alley" trades, such as blacking boots, peddling, and the like, where advancement is practically impossible. It also shows the great need of vocational training in order that these pupils who are compelled to leave school at an early age may be properly fitted to take their places in the great industrial plants of our city.

During the latter part of this year a school census was taken of the children enrolled in the public and parochial schools. A blank census card was filled out by each pupil, which gave the name, address, age, school attendance, and other necessary information. These cards were filed in the office of this department in the order of streets and numbers, so as to form the nucleus of a continuous school census. All street numbers and apartments which do not appear in the file will be visited by the attendance officers and information ascertained as to whether any children reside at such street number or in such apartments.

This information is being rapidly gathered and will be finished during the summer vacation. Census officers have been appointed under the direction of the Supervisor of Attendance from among the older pupils of each school.

Each census officer is assigned to a territory near his or her home and it is his or her duty to watch for and report all removals of families in or out of houses in that territory. Every such removal when reported by a census officer is investigated by the attendance officer of the district in which the house is located and a report made by such officer to the census clerk in this office, who immediately changes her files to correspond with the new report.

These daily reports and investigations, together with the transfer system already in operation in the public schools, make possible a continuous school census and enables the Attendance Department to ascertain very quickly the name of the occupants of any house in the city, to be able to tell the names of children who reside at any given number of any street and also at what school they are attending, or if at work whether or not they are legally employed. It can be readily seen that with such school census in constant operation the possibility of any children in the city being denied the opportunity of securing the educational advantages to which they are entitled is very remote. The system has worked satisfactorily up to this time and has been accomplished with the additional expense to the Board of Education of the salary of but one extra clerk.

During the month of May a Public School Safety Patrol was organized in each public school of this city. These Safety Patrols are composed of boys in the higher grades who are selected by the principal of the school.

It is the duty of the Safety Patrol, under the direction of the Supervisor of Attendance, to

(1) Prevent the taking of unnecessary risks by pupils in going to or returning from the public schools.
(2) Protect the smaller pupils against traffic accidents.
(3) Prevent swearing and vulgar language in the public street and public places.
(4) Prevent the building of bonfires in the streets.
(5) Prevent boys from breaking windows and street-lamps and from defacing buildings and sidewalks with chalk.

(6) Prevent boys from smoking cigarettes and playing crap.
(7) Prevent boys from engaging in dangerous or unlawful playing.
(8) Prevent persons placing encumbrances or obstructions on fire-escapes.
(9) Prevent the mixing of ashes, garbage, and paper.
(10) See that garbage-cans are kept covered, and that ash and garbage-cans are promptly removed from the sidewalk when emptied.
(11) Request persons to keep the sidewalk and areaway in front of their buildings clean, and not to throw refuse into the street.
(12) Make special effort to perform duties 8, 9, 10, and 11 at their own homes. See that their parents and relatives do not violate the laws and ordinances.
(13) Avoid entering for the above purposes any building under any condition.

In the formation of these Safety Patrols the Board of Education has had the earnest co-operation of the Police Department. Officer Felix Dunn, who has made a study of the best methods of teaching the public how best to safeguard themselves and others from injury, was assigned by the Police Department to assist the Supervisor of Attendance in organizing and directing this work. He visits the various Patrols, instructing and guiding the boys in their work, and his assistance has been invaluable in making a success of this important branch of school work. The Police Department has clothed the members of the Safety Patrols with a certain amount of police authority and has furnished arm bands to be worn by them while on duty to show that they possess such authority.

The total number of patrol officers appointed in the city was 562. When the principal of each school had appointed the members of the Patrol for his or her school, all of the Patrols were gathered together in the First Regiment Armory, where they took the oath of allegiance to the country, and the pledge of the Safety Patrol was administered to them by Mayor Raymond in the presence of a number of members of the Board of Education and Police Department. I give below a copy of the pledge which must be taken by each patrol officer:

PLEDGE

I promise on my honor

To do my duty to God and my country, and to obey the law.

To work for the safety of the pupils of the public schools as I would want those appointed to safeguard our city to work for my safety and the safety of my family and friends.

To try to protect myself and those with whom I come in contact from the risk of unnecessary chances.

To keep myself clean, morally, mentally, and physically, by being honest, trustworthy, loyal, helpful, obedient, and brave.

To do my part in helping to reduce the number of accidents during this year and by my example try to make my school a model one for safety.

To faithfully perform the duties as outlined for a public school safety patrol officer.

At each school there has been appointed a Chief of the Safety Patrol of that school, whose special function it is to see that all of the members of his patrol perform the duties assigned to them. The Chief also makes weekly reports to the Supervisor of Attendance and to the principal of the school of the work of the Patrol. Already a number of authentic reports have been made of the prevention of injury and possible death to pupils who were in danger of being struck by automobiles and other vehicles through the action of members of the Safety Patrols. Fires have been prevented and in one instance a fire was discovered in an apartment house by a safety patrol officer, who immediately sent in an alarm to call the fire apparatus and also notified the occupants of the apartment in time to prevent the possibility of accident to any of them. The amount of good which has already been accomplished shows the possibilities for good which may be accomplished by the work of these boys in the future in protecting the smaller pupils from accident on their way to and from school and in the performance of the other duties which are imposed upon them. A series of lectures and drills are being prepared for them during this term and I am very sure that the Safety Patrol will become an invaluable addition to our school system.

The number of pupils suspended from school by principals of public schools during this year was 138. After careful investigation of these cases by the Supervisor or his Assistant (such investigation including conferences with the parents of each child), the following dispositions were recommended: 79 were given further trial at a school other than the school from which they were suspended; 19 were, with the consent of the principal, given another trial at the school from which they were suspended; 21, who had been previously suspended and had not improved after several trials, were transferred to ungraded schools; 4 entered parochial schools; 2 were sent to the Newark City Home; 1 moved out of the city; 4 were committed to the State Home for Boys by the Juvenile Court; 6 were entitled to "age and schooling" certificates, and 2 were excluded from school attendance by the Department of Medical Inspection. Eight pupils who had been given trials at schools other than those from which they were suspended were returned because of bad conduct to the Attendance Department by the principals of the schools to which they had been transferred and were immediately sent to ungraded schools.

305 pupils who had been sent to the office of the Attendance Department because of misconduct were placed on probation to the Attendance Department. These pupils were required to report to this office at intervals of from one day to two weeks, bringing with them a card signed by the principal and teacher and in a number of cases by the parent, showing their attendance and conduct during the interval. In this way many pupils were made to realize that improvement in their conduct was necessary in order to keep them from being suspended or transferred to ungraded schools.

128 boys were recommended by principals for transfer to ungraded schools. 92 of this number were so transferred after careful investigation by the Attendance Department; 25 were transferred to schools other than those at which they attended; 5 were given another trial at the same school from which they were recommended; 3 were eligible for,

applied for, and received "age and schooling" certificates, and obtained employment; 3 were committed to the Newark City Home in order to take them from improper home environment.

Ungraded School No. 1 and Ungraded School No. 2 have been able to accomplish much good during this year because of the facilities which are provided for them, while the Academy Street Ungraded School has continued to be handicapped by the lack of everything which makes for facility in handling these so-called incorrigible boys. I most earnestly hope that within the next year the Board of Education may be able to build a suitable building to house the Academy Street Ungraded School. Surely, if these boys who are on the border line between good and bad citizenship are to be reformed, a proper place should be provided in which the teacher may work for this result. It is plainly a matter of public economy to properly provide for the work of these schools. Every boy who is saved to good citizenship through their agencies means a saving in actual money to the community. Instead of the county or municipality being compelled, as they certainly would be compelled, to support these boys when grown to manhood in jails and other institutions, they become as good citizens a real asset to society.

I give below a summary of the work of the Attendance Department during this school year:

SUMMARY OF WORK OF ATTENDANCE DEPARTMENT FOR SCHOOL YEAR 1916-1917

No. of cases of truancy reported by principals of public schools	1,718
No. of cases of absence reported by principals of public schools	32,235
No. of cases attending no school reported by principals of public schools	114
No. of cases of truancy, etc., reported by principals of other schools	3,080
No. of visits to public schools by attendance officers	7,514
No. of visits to other schools by attendance officers	1,114
No. of visits to homes by attendance officers	49,033
No. of legal notices served	916
No. of parents summoned to Criminal Court	1,279
No. of parents and guardians prosecuted and convicted	24

No. of pupils returned to public schools by attendance officers	27,908
No. of pupils returned to other schools by attendance officers	2,645
No. of children found on the street and taken home by attendance officers	673
No. of children found on the street and taken to school by attendance officers	891
No. of transfer cards investigated by attendance officers	5,638
No. of "age and schooling" certificates issued	2,697
No. of cases of absence found to be caused by illness	11,992
No. of cases of absence found to be caused by lack of clothing	1,133
No. of boys recommended for transfer to ungraded schools	128
No. of boys transferred to ungraded schools	92
No. of boys recommended for commitment to Newark City Home	9
No. of boys recommended for commitment to State Home for boys	25
No. of permits and badges issued to newsboys	71

In conclusion permit me to express my appreciation of the splendid co-operation given me by the Board of Education and all of its officers and departments, as well as the many courtesies which have been extended to me by the Judges of the Criminal Courts, the Police and Probation Departments, the Children's Aid Societies, Bureau of Associated Charities, and the Trustees and the Superintendent of the Newark City Home.

Respectfully submitted,

CHAS. A. MACCALL,
Supervisor of Attendance.

Newark, October 25, 1917.

REFORT OF

Supervisor of Attendance

1917-1918

To the Board of Education.

Gentlemen:—The percent of attendance at public schools throughout this country showed a marked decrease during this year. In most of the larger cities the percent dropped at least 15 points, or in other words but 85% of the normal school children were in regular attendance. In this city I am happy to state that although there was a decrease in the percent of attendance it was not so marked as in other cities. Newark still maintains her national reputation of having as great or greater percent of pupils enrolled and in regular attendance at school in proportion to its population as any city of its size in this country.

Various reasons have been assigned by compulsory education officials for the decrease in school attendance last year. Many attribute it to the abnormal conditions created by our entrance into the war, but there is no positive way to measure the effect of those conditions and I am sure that in Newark the attendance was affected by a combination of unfavorable conditions, of which the war and the abnormally severe winter were the principal ones. The lack of coal during the coldest season caused an appalling amount of illness among the children of the poorer families, with the result that during the winter months the percent of attendance at some of our schools was cut in half.

Newark probably has a larger percent of its school population in the kindergartens and lower grades than any other city in the country and the attendance of these pupils is included in the total percent of attendance. It can be readily seen how a prolonged season of severe weather affects the attendance of these very young pupils and therefore the total percent of attendance. Another factor which caused the Attendance Department an extraordinary amount of trouble and work was the demand for child labor and the high wages which were temptingly proffered.

Although more "age and schooling" certificates were granted and pupils released for work during the year this increase, due to the untiring work of teachers and attendance officers in persuading pupils to remain in school, was not nearly as large as in the average city of the same or greater population as in this city.

The percent of attendance for the school year 1916-1917 was 91.5%, while that of the present school year was 88.9%, showing a decrease in comparison with the previous year of 2.6%.

The total number of days present of all pupils in the public schools during this year was 11,164,130½ days, while that of the previous year was 10,554,628 days, showing an increase of 609,502½ days.

The total number of days absent during this year was 1,385,177½ days, while that of the previous year was 1,250,000 days. This shows an abnormal increase in the number of days absent during the year, probably due to the conditions outlined above, of 130,077½ days.

The total number of days lost through quarantine was 60,032 days, while that of the previous year was 51,299½ days, showing an increase of 8,732½ days lost through quarantine.

The total number of pupils reported to the Attendance Department for investigation by principals of public schools was 38,897. The final disposition of these cases was as follows: 32,535 were returned to public schools by attendance officers, 3,794 were granted "age and schooling" certificates and left school to be legally employed, 365 were found to be too ill to attend school, 1,642 were found to have moved out of the city, and the remainder was found to have entered parochial and private schools or have passed the compulsory school age and left school to go to work.

8,501 visits were made to public schools by attendance officers, who also made 1,182 visits to parochial and private schools and 60,493 visits to homes.

3,067 cases of truancy and non-attendance were reported to the Attendance Department by the principals and teachers of parochial and private schools. Of these cases 2,366 were returned to the school from which they were reported absent, 373 were found to have entered public schools and the remainder to have moved out of the city or to have left school to be legally employed.

The investigations made by attendance officers of the total number of cases referred to them during the year show the following as the causes for absence: 9,728 or about 25% of the cases were found to be caused by carelessness, stupidity, indifference, and greed on the part of parents. 13,865 or about 36% were caused by personal illness or illness in the family, 6,330 or about 16% were caused by quarantine, 1,682 or about 4¼% were caused by truancy, i. e., pupils absenting themselves from school without the knowledge or consent of their parents; 1,453 or about 3½% were caused by lack of proper clothing and shoes, 2,045 or about 6% were caused by removals from the city, and 3,794 or about 9% were caused by applications for "age and schooling" certificates.

1,488 parents were summoned to the police courts during this year. These are the cases in which educational methods must be supplemented by authority. Parents who do not yield to pacific treatment are caused to appear at the police court and explain the reason for the absence of their children. They are not allowed to leave the court until they have guaranteed regular attendance in the future and the Attendance Department is satisfied that they will do all in their power to cause their children to attend regularly. There are special sessions of these courts held every Wednesday and Saturday during the school year, presided over by the Supervisor of Attendance or his assistant, who make it very plain to parents who are brought before them that a second visit to the court will be followed by serious consequences. Of the total number of parents summoned during this year only eleven made it necessary for the department to prosecute them before a magistrate. All of these were convicted and either fined or placed on probation.

It is a source of great gratification to be able to report that this department has been able to accomplish so much splendid work without being compelled to resort to more prosecution of parents.

In my report of last year I predicted that there would be an increase in the number of cases of children who were kept out of school because of lack of clothing during this year. That such prediction was justified is attested by the fact that there were 1,453 of such cases reported this year, as against 1,130 during the previous year. This increase was undoubtedly due to the high cost of living. Rent, fuel, and foodstuffs were at such a high price that in many instances there was not enough of the family income to purchase clothing for the wage earners, much less the younger children. This department was kept busy securing clothing and shoes for such children in order that they might miss as few days as possible, but I am very proud to be able to report that no worthy case has been brought to the attention of the department which was not provided for. Appeals were made to the Bureau of Associated Charities, the Newark Lodge of Elks, and the Police Department. All of these organizations were prompt with their response and aid.

I am still firmly convinced that it is the duty of the State to provide clothing in case of dire need, in order that children may properly attend school. It certainly does not seem to be justice to the child to demand that it attend school and thereby force those who cannot afford to buy proper clothing and shoes to practically pauperize themselves through depending upon private charity. Taken from an economical standpoint, it certainly would be economy for the school districts to furnish such clothing because of the fact that although the expensive school plant is running at full force the State is losing the product which would result from the regular attendance of such children at school. In spite of all the Attendance Department is able to do, it is sometimes necessary for a child to remain at home for a week before clothing and shoes can be provided. It is certain that the loss of a week from school by one of those children is more expensive to the community than would be the purchase of a pair of shoes from the municipal funds.

13,234 personal interviews were held with parents by the Supervisor and the Assistant Supervisor during the year. This is an increase of 940 over last year. The necessity for these personal interviews arises from many causes. Parents who desire to secure "age and schooling" and "age and working" certificates for their children, concerning whose qualifications there is some doubt, must be interviewed. Parents whose children have been guilty of some breach of discipline at school serious enough to cause their suspension from school or recommendation for transfer to an ungraded school must be interviewed in order that the children may not lose unnecessary time while their cases are pending. Much of this work has been taken over by the Assistant Supervisor, Mr. Eugene J. Sheridan, during this year, who has conducted it in a highly efficient and satisfactory manner. Until better and more spacious quarters are secured for this department, however, this phase of the work cannot be carried on without some loss of efficiency because of the entire lack of privacy. Mothers and fathers who are summoned to the office are naturally very loath to talk of their domestic troubles in an office where people other than the Supervisor must of necessity hear what they say. I have great hope that this condition may soon be remedied.

3,794 applications for "age and schooling" certificates were granted during the year and an almost equal number of such applications were refused. The great demand for child labor in munition plants and in fact in almost every form of industry caused a greatly abnormal number of parents to endeavor to take their children from school and put them at work. It has been the policy of the department to endeavor to persuade parents who apply for "age and schooling" certificates to keep their children at school until they have at least passed the eighth year grade. This has resulted in retaining many pupils who had passed the fifth year grade and were qualified to receive "age and schooling" certificates at school for another year at least. Children whose applications were refused generally lacked one or more of either the age, educational, or health qualifications provided by law. While it is true that more children secured work and left school during the year, it is significantly encouraging that a far greater number than usual of these obtained employment in the industrial and commercial plants where advancement is possible. The percent of children who entered the so-called "blind alley" employments, such as messenger service, blacking boots and the like, was very small.

The Attendance Department could undoubtedly persuade many more parents to allow children to remain at school after they have reached the age of fourteen and are legally qualified to leave if the proposed new boys' and girls' vocational schools were in operation, where such children might be sent to acquire the rudiments of a lucrative trade.

The continuous school census which has been in operation during the past two years has been continued with good results during this year. The corps of school census officers organized among the pupils of the schools have proven to be almost invaluable in assisting the department in keeping track of pupils who move from one part of the city to another without notifying the principal of the new address. Before the introduction of the continuous school census in our system it was no uncommon occurrence for a pupil to move from one school district to another without leaving a trace of his new residence, with the result that two or three weeks would sometimes elapse before the pupil was located by the Attendance Department and placed in a proper school. Such cases occupied a great amount of time of the attendance officer in searching for the pupil and a loss in the attendance of the pupils themselves. Under the new system school census officers are made responsible for the reporting of all removals either into or out of any house within the district assigned to him or her. In this way the attendance officer is kept informed as to who resides in his district and is able to speedily trace any family who may attempt to evade the school law by moving from one part of the city to another. Changes are made daily in the census records kept in the office of the Attendance Department and removals are reported so that at any given time the Attendance Department is able to tell what children live in any house in the city and the school at which they should attend. This work, as well as the general work of the department, is severely handicapped by the lack of proper accommodation and I most strongly urge again that more room be provided in the very near future.

In order that the greatest efficiency may be developed among the school census officers, an attendance officer will be detailed during the next school year whose duty it will be to visit the schools, instruct the members of the census corps in their duties, and check up their work. It has been found that although the principals and teachers have shown great interest in this work their time is already too much occupied by their regular routine work for them to be able to give the needed amount of time to school census. A school census, to be of any value to an Attendance Department, must be kept up continuously from day to day, and I am certain that Newark now has the best system of securing and maintaining such census at a minimum amount of expenditure.

The Public School Safety Patrol has continued to accomplish much good work during this year. Patrols have been maintained in every school and have made good progress in the work of protecting the lives and also the morals of the pupils. As a result of their vigilance I am very happy to report that not a single accident has occurred to any pupil in close proximity to a school house during the year. This fact, when taken into consideration with the fact that nearly one hundred children suffered injuries caused by being struck by automobiles or other vehicles during the year, shows how well the patrols are protecting the pupils on their way to and from school. There were 588 boys and 13 girls enrolled as members of the safety patrol during the year.

At the beginning of the year a prize was offered to the safety patrol which would accomplish the most good, maintain the best attendance, and send in the best and most accurate reports during the year. At the close of the school year the patrol at Montgomery School was judged to be the winner and each member of the patrol was presented with a medal.

Officer Felix Dunn, who has been detailed to assist in the work of maintaining the safety patrol, held 224 meetings with the various patrols for the purpose of advising and guiding them in their work. He also made 156 visits to patrols while they were on duty, in addition to which he addressed 97 teachers and 4,574 pupils on the rules of safety.

In addition to protecting the lives of pupils the safety patrol has been active in other lines of civic work. They have reported many fire-escapes which were so obstructed as to be impassable and a terrible source of danger to the lives of tenants in case of fire. For this service they have been highly commended by the Superintendent of Fire Prevention of this city. They have also reported many violations of the law by saloon keepers who sold liquor to minors and tobacco dealers who sold cigarettes illegally to minors, thereby correcting much of these evils. They have protected school property from damage and defacements and by their work they have made themselves a most valuable asset to the school system of the city.

The Attendance Department has made a strenuous campaign against the employment of children at night. After repeated warnings three proprietors of bowling alleys were arrested and convicted for violation of the child labor law. One of these was fined $50 and sentence was suspended in the case of others upon condition that they desist from employing children at night.

The attention of the department has also been given to the habit of drivers of milk wagons and bakery wagons of hiring boys to assist them on their routes in the early morning hours. These boys would go to work at one or two o'clock in the morning and work until time for school. When they reached the school they were so tired that they would almost immediately fall asleep at their desks and were in no condition to receive instruction. Attendance officers have been detailed to patrol the streets during the night, using automobiles when necessary, and as a result a number of drivers of milk wagons have been arrested and convicted for illegal employment of children. This treatment has been very effective and the general employment of children at night has been stopped in this city.

185 pupils were suspended from school by principals during the year. The following dispositions of these cases were recommended by the Supervisor of Attendance after conferences with the parents, medical examination of the pupils and careful consideration of the facts in each case: 56 were, with the consent of the principals, given another trial at the school from which they were suspended; 94 were transferred to other schools for trial; 16 were, after repeated trials, sent to ungraded schools; 7 were found to be mental defectives and were sent to Binet Schools; 7 were qualified and were granted "age and schooling" certificates; 1 was committed to the Newark City Home; 1 left public school and entered parochial school; 1 entered a private school (business college), and 2 moved out of the city.

492 pupils were placed on probation by the Supervisor of Attendance because of misconduct or truancy and caused to report at the office of the Attendance Department at intervals of from one day to two weeks. Probation cards were furnished these pupils, upon which the teachers and parents report daily the attendance at school and general conduct of the probationer. A record is kept of these reports and when a pupil is found to have improved sufficiently in conduct and attendance the probation is removed. This system of probation has proven very successful in the reformation of the majority of those who need drastic treatment.

200 boys have been recommended for transfer to ungraded schools during the year. 50 of these boys, or only 25%, were so transferred after repeated trials at graded

schools and careful investigations by the Attendance Department. This investigation in every case includes an examination at the public school clinic by the Medical Inspection Department to discover whether there exists any curable mental or physical defects which tend to cause the delinquency of the pupil. 102 were transferred to other graded schools for further trial; 32 were given another trial in the school at which they properly attended; 7 were found to possess mental defects and were transferred to Binet Schools; 2 were committed to the Newark City Home, and 2 were committed by the Judge of the Juvenile Court to State Homes. The ungraded schools have been successful in the work of reforming a number of boys during the year. These, on being returned to graded schools, resumed their places in regular graded classes and have conducted themselves in a proper manner.

There is a very serious need for another ungraded school building to take the place of the Academy Street Ungraded School, which is located in a small class room attached to the Fawcett Drawing School. While Ungraded School No. 1 and Ungraded School No. 2 are very well housed and equipped for the special work of reforming mischievous boys and fitting them for regular graded class work, the Academy Street class lacks everything that makes for efficiency in such a school. Located in the rear of the Fawcett Drawing School in one class room, with no proper facilities for playground, manual training, or physical training work, it seems almost marvelous that the instructor is able to attain any good results at all. If it were not for the enthusiasm and untiring work of the instructor, I am certain that no good results could be attained under such physical conditions.

The ungraded schools have been crowded during the entire year and more room is badly needed. I would respectfully recommend that a building, designed on the general lines of Ungraded Schools Nos. 1 and 2, be built as soon as possible. This would not only care for the Academy Street class, but would also provide places for about 30 more pupils.

I give below a tabulated summary of the work of the department during the entire school year:

No. of cases of truancy reported by principals of public schools	2,764
No. of cases of absence reported by principals of public schools	38,897
No. of cases attending no school reported by principals of public schools	257
No. of cases of truancy, etc., reported by principals of other schools	3,067
No. of visits to public schools by attendance officers	8,501
No. of visits to other schools by attendance officers	1,182
No. of visits to homes by attendance officers	60,493
No. of legal notices served	1,244
No. of parents summoned to Criminal Court	1,488
No. of parents and guardians prosecuted and convicted	11
No. of pupils returned to public schools by attendance officers	32,535
No. of pupils returned to other schools by attendance officers	2,366
No. of children found on the street and taken home by attendance officers	968
No. of children found on the street and taken to school by attendance officers	1,069
No. of transfer cards investigated by attendance officers	5,354
No. of "age and schooling" certificates issued	3,794
No. of cases of absence found to be caused by illness	13,865
No. of cases of absence found to be caused by lack of clothing	1,453
No. of boys recommended for transfer to ungraded schools	200
No. of boys transferred to ungraded schools	66
No. of boys recommended for commitment to Newark City Home	6
No. of pupils who have moved out of city	2,041
No, of permits and badges issued to newsboys	38

In conclusion permit me to express my appreciation of the splendid co-operation given me by the Board of Education and all of its officers and departments, as well as the many courtesies which have been extended to me by the Judges of the Criminal Courts and the Juvenile Court, the Police and Probation Departments, the Children's Aid Societies, Bureau of Associated Charities, and the Director and the Superintendent of the Newark City Home.

Respectfully submitted,

CHAS. A. MACCALL,
Supervisor of Attendance.

Newark, October 1, 1918.

SCHOOL DIRECTORY
BUILDINGS

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
Normal	Belleville and Fourth Aves.	1912-13		20	James F. Quinn	558 Central Ave.
Barringer High	Sixth Ave., Parker and Ridge Sts.	1897-98		52	William Keppler	281 North Fifth St.
Central C. & M. T. High	High and New Sts.	1911-12	1915	69	Louis Filliger	61 Winans Ave.
East Side C. & M. T. High	Van Buren and Warwick Sts.	1910-11	1917	42	William J. Quinn	92 Ann St.
South Side High	Johnson Ave. and Alpine St.	1913		47	Frederick W. Losaw	171 Milford Ave.
Abington Avenue	Abington Ave., cor. N. Seventh St.	1900	1906-7-13	26	Christian Siegwarth	166 Parker St.
*Alexander Street	Alexander St., near South Orange Ave.	1905		18	Zeno W. Day	86 Alexander St.
Avon Avenue	Avon Ave., opposite Seymour Ave.	1905-6	1906-7-10	35	Eugene Hancock	31 Seymour Ave.
Belmont Avenue	Belmont Ave., cor. West Kinney St.	1905-6	1908	45	Edward F. Brady	97 South Ninth St.
Bergen Street	Bergen St., cor. Bigelow St.	1900	1903-8	44	August Salle	89 Speedway Ave.
Berkeley (Peshine Ave.)	Peshine Ave., near Watson Ave.	1911		21	Dominick Sharkey	16 Rowland St.
Binet No. 1 (State St.)	State St., near Broad St.	1846-47	1882	7	Mrs. Rose McTague	120 Belleville Ave.
†Binet No. 2 (Coe's Place)	Coe's Place, near Marshall St.	1913		8	John Bechtold	725 South 17th St.
†Binet No. 3 (Alyea St.)	Alyea and Patterson Sts.	1916		5	Mrs. Kath'ine Whitehead	233 Ferry St.
Bruce Street	Bruce St., near Bank St.	1897-98	1899	18	Henry Aumiller	72 South 13th St.
Burnet	Burnet St., bet. Orange and James Sts.	1868-69	1906-7-14	33	John H. Jordan	32 Clay St.
Camden Street	Camden St., near Sixteenth Ave.	1883-84	1900	25	William Wiggins	377 Fairmount Ave.
Carteret (Oliver St.)	Oliver St., near Pacific St.	1869	1903-15	31	Robert O'Brien	19 St. Francis St.
Central Avenue	Central Ave., cor. Dey St.	1871-72	1903-13	32	John Callan	16 Jay St.
Charlton Street	Charlton St., cor. Waverly Ave.	1895	1899-1903	37	Adolph Saupe	10 Montgomery St.
Chestnut Street	Chestnut St., near Mulberry St.	1859-60	1870-1900	19	Jacob Conley	18 Scott St.
Cleveland	Bergen St. and Seventeenth Ave.	1912		39	Joseph Amberg	870 South 14th St.
§Dayton	Dayton St., near Ludlow St.	1902		2	Mrs. John Peter	32 Evergreen Ave.
Eliot	Elliot St., cor. Summer Ave.	1871	1890-5-6-1905-6	25	Miles I. Coeyman	155 Grafton Ave.
Elizabeth Avenue	Elizabeth Ave., cor. Bigelow St.	1869	1895	6	John W. Moore	166 Elizabeth Ave.
Fourteenth Avenue	Fourteenth Ave., cor. South Ninth St.	1905-6	1909	28	John Miller	355 South 12th St.
Franklin	Park Ave., cor. Cutler St.	1889	1895-1903-6-7	35	George W. Janifer	172 Parker St.
Garfield (N. Seventh St.)	North Seventh St., near Park Ave.	1893-94	1897-1914	33	Edward Kiernan	42 Monmouth St.
Hamilton (Miller St.)	Miller St., near Sherman Ave.	1880-81	1887-8-1900-13	37	John D. Voget	135 Madison Ave.
Hawkins Street	Hawkins St., near Ferry St.	1887-88	1904	16	Frederick P. Siegwarth	39 Sixteenth Ave.
§Hawthorne	Hawthorne Ave., cor. Clinton Pl.	1897	1900-8-14	32	F. W. Shortman	519 Hawthorne Ave.
John Catlin (Ann St.)	Ann St., bet. N. Y. Ave. and Elm St.	1891-92	1897-1916	37	Michael Smith	148 Brill St.
Joseph E. Haynes (Morton Street)	Morton St., cor. Broome St.	1851	1861-9-1881-1898-1909	46	James F. Smith	74 South Seventh St.
Lafayette	Lafayette St., cor. Prospect St.	1848-49	1863-1870-1-1881-4-1904-9-14	39	Charles A. Offinger	593 Bergen St.
Lawrence Street	Lawrence St., foot of Clinton St.	1872-73	1890	11	Michael Gaffney	79 New York Ave.
Lincoln	Richelieu Terrace, near Cliff St.	1908		12	Philip Alexander	35 Geneva St.
Madison	S. Sixteenth St., cor. Madison Ave.	1904-5	1910-17	42	Charles Morgenstern	12 Seymour Ave.
McKinley (old)	Seventh Ave., cor. Factory St.	1899	1904-10	36	Duryea Van Doren	634 Fifteenth Ave.

SCHOOL DIRECTORY—*Continued*
BUILDINGS

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
McKinley (new)	Eighth Ave., cor. Factory St.	1915		18	Bernard E. Wilde	208a Third St.
Milford	Eighteenth Ave., cor. Livingston St.	1871	1900-15	40	Patrick McElroy	
Monmouth Street	Monmouth St., near Spruce St.	1886-87	1896	25	C. F. Hockenbury	4 Baldwin St., E. Or.
Monteith (Hamburg Pl.)	Hamburg Pl., near Ferry St.	1881-82	1885-6-1900-6-7	35	Mrs. Marg't Weckenmann	23 Wall St.
Montgomery	Montgomery and Broome Sts.	1910-11		24	Joseph Bonscher, Jr.	63 Jacob St.
Moses Bigelow (15th Ave.)	Fifteenth Ave., cor. Fifteenth St.	1895	1897-1917	44	William McGann	149 South Eighth St.
Newton	Newton St., near South Orange Ave.	1866-67	1868-1871-73-1900-1904-13	43	Charles E. Meehan	164 Chestnut St.
Ridge	Ridge St., near Montclair Ave.	1910-11		15	George W. Huntley	740 Ridge St.
Robert Treat (13th Ave.)	Thirteenth Ave., cor. Richmond St.	1887-88	1891-2-1903-6-7-15	53	Carey Johnston	99 Eleventh Ave.
Roseville Avenue	Roseville Ave., near Orange St.	1883-84	1903	11	Otto Kern	162 South Eighth St.
South Street	South St., cor. Hermon St.	1883-84	1900	21	F. D. Moore	450 Avon Ave.
South Eighth Street	South Eighth St., near Central Ave.	1872-73	1900-6-7	34	Philip Tully	137 South Seventh St.
South Market Street	South Market St., cor. Mott St.	1855-56	1899	19	Albert Skidmore	70 Napoleon St.
South Tenth Street	South Tenth St., cor. Blum St.	1870	1879-1888-89-1896	24	Robert B. Morgenstern	8 Belgium St.
Speedway	Speedway Ave., near S. Orange Ave.	1917		8	J. H. Lord	511 S. Grove St., Irv.
Summer Avenue	Summer Ave., near Second St.	1883-84	1897	16	Wm. H. Van Nest	9 Broad St.
Summer Place	Summer Place, near Chester Ave.	1903		8	Gottfried Bieber	141 Oraton St.
Sussex Avenue	Sussex Ave., cor. Third St.	1900	1904	21	George A. Voget	424 S. 21st St., Irv.
Walnut Street	Walnut St., near Jefferson St.	1862	1877	8	Albert Hofer	159 New York Ave.
Warren Street	Warren St., corner Wickliffe St.	1891-92	1908	26	James F. Gaynor	378 South Twelfth St.
Washington Street	Washington St., near W. Kinney St.	1868	1904	23	Joseph Schwartz	363 Hawthorne Ave.
Waverly Avenue	Waverly Ave., near Bergen St.	1891-92	1900	20	John Lind	11 Seymour Ave.
Webster	Webster St., corner Crane St.	1855-56	1910-11	28	Guy N. Ackerman	175 Bloomfield Ave.
West Side	Seventeenth St., opp. West Side Park	1911	1914	38	Samuel Matts	817 South 17th St.
Boys' Vocational	Wickliffe St., cor. School St.	1848-49		3	James F. Gaynor	378 South 12th St.
Girls' Vocational	Washington and Linden Sts.	1853-54	1883-86	17	Mrs. Sarah Harrison	36 Orchard St.
School for Deaf	Bruce St., near Bank St.	1897-98	1899	18	Henry Aumiller	72 South 13th St.
Fawcett School of Industrial Arts	55-57 Academy St.	1897		13	Adam W. Smith	755 South 17th St.
Academy St. Ungraded	55-57 Academy St.	1897		....		
Ungraded No. 1	South Tenth St., near Woodland Ave.	1910		1	Edward H. Wickenhofer	51 Boston St.
Ungraded No. 2	Chestnut St., near Elm Road	1910		2	William Quinn	92 Ann St.
§Open Air	Chancellor Ave., cor. Elizabeth Ave.	1902		2	J. R. Cummings	245 Hedden St.
Dept. of Medical Inspection	Market St., opp. Court House	1847	1883	3	Alfred Hayford	226 South 11th St.

* Annexed from Vailsburg on date noted under "Erected."

§ Annexed from Clinton Township on date noted under "Erected."

† Purchased on date noted under "Erected."

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